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ABSTRACT

This report concerns the development of "Human Corps" programs of volunteer student service at the University of California and California State University. It summarizes information on student participation derived from surveys implemented by both universities and makes recommendations regarding the development and implementation of future surveys. The report discusses the problems faced by the two schools because of lack of state funding for their Human Corps programs, and it includes a recommendation that the Legislature and the Governor provide funding for segmental surveys. Appendixes provide reports from both universities that describe Human Corps activities on the various campuses as well as overall student participation. A transcript of Assembly Bill 1820 (1987) is also appended. Contains 4 references. (GLR)

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Summary

Through Assembly Bill 1820 (Vasconcellos, 1987), the Legislature directed the California Postsecondary Education Commission to report annually from 1988 to 1994 on the development of "Human Corps" programs of volunteer student service at the University of California and the California State University.

This third report in the series summarizes information on student participation derived from surveys implemented by both universities and makes recommendations regarding the development and implementation of future surveys. On page 11, it discusses the problems faced by the University of California and the California State University because of lack of State funding for their Human Corps programs, and it includes a recommendation that the Legislature and the Governor provide funding for segmental surveys. Attached to the report are documents from the State University and University that describe Human Corps activities on the various campuses as well as overall student participation.

The Commission adopted this report at its meeting on March 5, 1990, on recommendation of its Policy Evaluation Committee. Additional copies of the report may be obtained from the Publications Office of the Commission at (916) 324-4991.

Questions about the substance of the Commission's report may be directed to Cathrine Castoreno of the Commission staff at (916) 322-8012.

Inquiries about Human Corps activities at the University of California may be directed to Suzanne Castillo-Robson, Acting Director, Student Affairs and Services, Office of the President, at (415) 643-6315.

Inquiries about the California State University's activities may be addressed to Diane Vines, Director of Special Programs, Academic Affairs, Office of the Chancellor, at (213) 590-5768.

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On the cover: Students at California Polytechnic State University, San Luis Obispo, help local residents -- old as well as young.

STATUS REPORT ON HUMAN CORPS ACTIVITIES, 1990

The Third in a Series of Five Annual Reports to the Legislature in Response to Assembly Bill 1820 (Chapter 1245, Statutes of 1987)

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
Third Floor • 1020 Twelfth Street • Sacramento, California 95814-3985

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Status Report on Human Corps Activities, 1990

Origins of the report

In Supplemental Language to the 1986-87 Budget Bill (Assembly Concurrent Resolution 158; Chapter 165 of the Statutes of 1986), the Legislature called on the University of California and the California State University to implement "Human Corps" programs of community service by students on each of their campuses. It also directed the California Postsecondary Education Commission to report on efforts by colleges and universities throughout the country to encourage volunteerism and to review and to comment on the Human Corps activities undertaken by the University and State University in response to the Supplemental Language.

In March 1987, the Commission responded to that legislative mandate with its report, *Student Public Service and the "Human Corps."* In that report, the Commission presented no specific recommendations, although it stated its belief that public service programs in public colleges and universities should be voluntary rather than compulsory.

In 1987, the Legislature adopted Assembly Bill 1820 (Vasconcellos; Chapter 1245, Statutes of 1987; reproduced in Appendix A), which expanded the Human Corps concepts contained in ACR 58. AB 1820 called for cooperation between postsecondary education institutions, public and private schools, and non-profit agencies and philanthropies to plan, fund, and implement Human Corps activities. It recommended an average of 30 hours of community service per student in each academic year, and it intended that such student participation increase substantially by 1993, with an ultimate goal of 100 percent participation of all full-time students, including undergraduate and graduate students. It called on both segments and all campuses to establish Human Corps task forces.

AB 1820 also directed the Commission to monitor the development, implementation, and operation of the Human Corps program and submit annual reports each March to the appropriate fiscal and policy committees of the Legislature, and it required that by March 1, 1994, the Commission conduct a comprehensive evaluation that covers both qualitative and quantitative changes in the segments' volunteer participation. It specified that the Commission include in that report recommendations regarding continuation of the Human Corps and whether or not a mandatory program is needed to fulfill the objectives of the legislation.

In accordance with AB 1820, Commission staff convened a meeting of representatives from the University and the State University in November 1987 to determine the appropriate data requirements of the progress reports and the comprehensive evaluation. The representatives agreed that the segments would arrange to collect the information needed for the evaluation along the lines prescribed by the bill, including student participation by academic area and level, and student receipt of pay or academic credit for their service. The segments also agreed to collect data for the 1990 and 1992 Commission progress reports as well as for the comprehensive evaluation due to the Legislature in 1994.

Scope and limitations of the report

The Commission published the first two of its annual reports on the Human Corps in May 1988 and March 1989. This document constitutes its third report in the series and includes for the first time a snapshot of students participating in the program. It summarizes information gathered from surveys of student participation in public service that were conducted by the California State University and the University of California. The reports of the two segments on which this document is based are attached as Appendices B and C. The State University's report focuses on campus activities and survey data, while the University's provides not only an analysis of its survey but also a description of Universitywide support for community service programs, a summary of Human Corps activities at

each campus, and an overview of campus Human Corps budgets.

Methodology of the segments' surveys

The Chancellor's Office of the State University took the responsibility to develop and administer the State University's community service survey as part of its biennial Student Needs and Priorities Survey. It received assistance from administrators and staff from all 19 State University campuses except San Diego, and the survey included 14 questions on community service. The survey was administered in classes to 15,619 students, who represented full-time, part-time, lower-division, upper-division and graduate level as well as diverse ethnic backgrounds.

The University of California used a different approach. Its eight general campuses developed and mailed survey questionnaires to 10,107 students, 26 percent of whom completed and returned them. Each campus survey asked the same ten core questions, which appear on pages 57-58 of the University's report in Appendix C.

Limitations of the surveys

The surveys discussed in this report are products of the segments' first efforts to develop data-gathering instruments on their Human Corps activities. As such, these surveys will serve as the basis for further discussion and analyses, and the segments and Commission expect that future surveys will benefit from insights gained through this initial effort.

The University's approach to its survey limits understanding of its Human Corps participants and their needs, since the University made student participation in the survey voluntary. Under voluntary conditions, two outcomes can happen: (1) those who do respond to the survey are more likely to have participated in community services; and (2) the total number of responses may be lower than under mandatory conditions.

The lack of reliable historical data prevents assessment of the increase in the number of students participating in community service at either the California State University or the University of California In 1986, both segments made efforts to estimate the level of participation of their students, but their estimates were not systematically derived and were based on a narrower definition of community service than used in the 1989 surveys. For example, the State University's estimate of the number of students participating in 1986 was developed from interviews with campus administrators who reported the approximate number of students participating of which they were aware. Each University of California campus approached its 1986 estimate of student participation differently, which also precludes comparison of the data

Limitations of the definition of "community service"

The definitions of community service used by the segments for their 1989 survey add to the difficulty of interpreting the significance of the survey data. In its 1987 report on *Student Public Service and the "Human Corps,"* the Commission recommended that the segments' definition of community service "should allow for considerable diversity but be construed to promote the objectives of public service, not simply extracurricular activities," but the definitions used by the segments are broad enough to allow almost any activity to be construed to be community service. For instance, the State University used this definition:

> Community service is defined as all service work provided by individuals, campus organizations, public or private community agencies, or businesses that contributes to the quality of life in the community. Such work may be voluntary, for pay, or for course credit.

And the University of California employed this one:

> Community service is defined as all human and social services activities that contribute to improving the quality of community life. Community service may be performed by individuals through non-profit organizations, the campus, governmental and community based organizations, or businesses and may be work done as a volunteer, or for pay or academic credit.

The breadth of these definitions raises questions regarding whether the survey data include activities

outside the objectives of community service as intended by AB 1820.

Participation of California State University students

According to the California State University, during the 1988 calendar year, approximately 32 percent, or 5,000, of its 15,619 students surveyed participated in community service activities. These students participated an average of nine and a half hours per week for approximately six and a half months. All together, the estimated total contribution of students surveyed equals 1,350,000 hours. In AB 1820, the Legislature recommended that all full-time students contribute an average of 30 hours per academic year to Human Corps activities, and the State University estimates on the basis of its survey that in 1988 participating students contributed an average of 270 hours of service -- exceeding the Legislature's goal by nine times.

The Office of the Chancellor uses the 32 percent participation rate of these respondents as an estimated rate for all State University students and thereby calculates that approximately 113,600 of its total 355,000 students enrolled in 1988 participated in community service. At an estimated contribution of 270 hours each, these students contributed an estimated total of 30,672,000 hours of community service in 1988. If all 355,000 students had contributed 30 hours each during 1988, their total contribution would have equaled only 10,650,000 hours. Thus the participation by 32 percent of the student population exceeded the legislative goal for the whole system by two and a half times.

Characteristics of State University participants

In order to learn which students participate in Human Corps activities and what their particular needs may be, the State University surveyed students for various background and personal characteristics. The following paragraphs summarize the findings of its survey regarding the academic status, gender, ethnic background, family status, age and economic status of these students.

Display 1 on page 4 compares the State University's total student population with its Human Corps population, as reflected in the survey, on various characteristics. As can be seen, women and full-time students represent a larger proportion of its Human Corps population than its total student population. Human Corps students are less likely to be business or engineering/computer science majors than the average CSU student. Finally, ethnically underrepresented students comprise only a slightly smaller proportion of Human Corps students than of all students.

Display 2 shows that students from various ethnic backgrounds participated at rates clustering around the systemwide participation rate of 32 percent, except for Asian-Pacific Islander and Filipino students, who participated at a lower rate of 21 percent. Insufficient information precludes explanation of this difference. While the State University surveyed approximately 2,500 of these students, the difference may be an artifact of the survey itself, which, for example, did not distinguish between native born and immigrant students, who may have different needs than native students.

Display 3 shows that student participation rates increased with greater family responsibilities, in that married students participated at a higher rate than single students and that participation rates also increased with the number of dependents reported.

Display 4 reveals that older students participated at a higher rate than younger students. This is consistent with the findings regarding the impact of family responsibilities on participation. Older students are more likely to have greater family responsibilities than younger students.

The State University tried to measure the impact of economic status on participation. However, the questions and approach used provided ambiguous results. Students responded to questions regarding the number of hours worked for income but were not asked to distinguish work and community service efforts. Since service for pay qualifies under the definition used by the State University, "work" and "service" may be the same for some students and different for others.

The State University also tried to distinguish between students who knew that they would have sufficient funds to get through the academic year and students who felt uncertain about their financial

DISPLAY 1 Selected Characteristics of All Students and Human Corps Students at the California State University, 1988

Characteristic	Systemwide	Human Corps
Full-time	40%	58%
Female	54	61
Undergraduate Business/ Management Major	25	16
Engineering/Computer Science Major	13	8
Underrepresented	33	29

Source: The California State University, Survey of Student Participation in Community Service 1988, November 1989.

DISPLAY 2 Participation Rates by Ethnicity at the California State University, 1988

Ethnicity	Percentage
White	35%
American Indian	35
Mexican-American	32
Black	30
Asian Pacific Islander	21
Filipino	21
Total Systemwide	32

Source: The California State University, Survey of Student Participation in Community Service 1988, November 1989.

DISPLAY 3 Participation Rates by Marital Status and Number of Dependents at the California State University, 1988

Status	Percentage
Single	30%
Married	37
One Dependent	33
Two Dependents	37
Three Dependents	45
Four Dependents	46
Five Dependents	59

Source: The California State University, Survey of Student Participation in Community Service 1988, November 1989.

DISPLAY 4 Participation Rates by Age at the California State University, 1988

Age	Percentage
19 or Younger	28.0%
20 - 29	29.0
30 or Older	41.1

Source: The California State University Survey of Student Participation in Community Service 1988, November 1989.

situation for the coming year. As an indication of economic status, this question does not distinguish between those students who are certain of their finances because they have full financial aid packages, an indication of need, and students who have adequate personal resources (i.e., financial support from parents).

Participation by student status and level

While part-time students comprise only 42 percent of surveyed participants, they participated in community service activities at a higher rate than full-time students. Of all the State University's students who were surveyed, 34 percent of those carrying six or fewer units participated, compared to 31 percent of those carrying 12 units or more. This finding does not support the original assumption regarding the participation of full-time and part-time students used in developing the Human Corps legislation, which explicitly targeted full-time students for participation because of the expectation that the work and family responsibilities of part-time students would inhibit their participation in the program.

Display 5 shows that participation rates increased with level of instruction, as does the proportion of participants receiving course credit. Only 10 percent of participating lower-division students received course credit, compared to 20 percent of upper-division students and 26 percent of graduate and post-baccalaureate students.

That part-time students and graduate/post-baccalaureate students participated in community service at relatively higher rates is consistent with findings noted previously. Graduate and post-baccalaureate students tend to be older, to have more

DISPLAY 5 Participation Rates by Level of Instruction and Proportion of Participants Receiving Course Credit by Level of Instruction at the California State University, 1988

	Participation Rate	Proportion of Participants Receiving Course Credit
Lower Division	26%	10.0%
Upper Division	30	20.0
Graduate/ Post-Baccalaureate	43	25.5

Source: The California State University, Survey of Student Participation in Community Service 1988, November 1989.

family and work obligations, and to attend school on a part-time basis at higher rates than undergraduate students. All of these traits are positively correlated with participation.

Participation by academic major

Display 6 shows differences among participating students by their field of concentration. As can be seen, students enrolled in education and interdisciplinary programs participated at a somewhat higher rate than those in other fields, while those in the sciences or mathematics participated at a lower rate. This display also shows that the proportion of students in each major receiving course credit mirrors the participation rate for each major. A larger proportion of students enrolled in the social sciences than those enrolled in the sciences received course credit for participation This correlation indicates that opportunities for course credit do influence the decision to participate However, opportunities for course credit does not appear to be a decisive factor. Only 6 percent of the participating math and science majors received course credit, yet their participation rate -- 31 percent -- compares favorably to the systemwide participation rate of 32 percent.

DISPLAY 6 Participation Rates by Major and Course Credit Received by Participants by Academic Major at the California State University, 1988

	Participation Rate	Percent of Participants Receiving Credit
Education	47%	26.0%
Interdisciplinary	41	24.0
Behavioral Science	38	21.5
Professional/Technical	37	28.0
Humanities	36	18.0
Math/Science	31	6.0

Note: Data are unclear as to whether or not the State University used the same categories to calculate the participation rate and the percent of math/science students receiving course credit for service.

Source: The California State University, Survey of Student Participation in Community Service 1988, November 1989.

Reasons for participation

Both the number of students serving as volunteers and the attitudes reported by the students indicate that a value system other than material gain drives the decision to participate. Sixty-three percent of the participants did so as volunteers, only 19 percent received financial compensation, and only 20 percent received course credit.

Display 7 reflects the relatively greater importance of social responsibility over financial reward in motivating participation in community service. The State University asked students to rate a list of reasons for participating in community service along a scale of "not at all important" to "very important." Students who identified "personal convictions or principles" and "social involvement" as very impor-

DISPLAY 7 Participation Rates of California State University Students Identifying "Principles," "Social Involvement," "Career Preparation," or "Financial Compensation" as Very Important Reasons for Serving, 1988

Reason for Serving	Participation Rate
Principles	51%
Social Involvement	42
Career Preparation	39
Financial Compensation	13

Source: The California State University, Survey of Student Participation in Community Service 1988, November 1989.

tant participated in community service at the highest rate. Thus 51 percent of those who identified personal convictions or principles as a very important reason for serving participated, compared to only 13 percent of those who identified financial compensation as very important.

The data indicate that career preparation is also an important factor in determining participation in community service, particularly for women. Thirty-nine percent of all those who identified career preparation as a very important reason for serving participated. Forty-five percent of the participating women held this view, compared to only 30 percent of the men.

Eighty-three percent of the participating students indicated that personal convictions or principles were their most important motivating factor. This attitude correlates positively with the belief of the majority of participants that they have the ability to affect social change. Eighty-two percent of the participants believe that they can make a difference in solving social problems. Non-participants were not required to answer this question, so we do not know if students develop a belief in their personal power from participating or if students with a greater sense of their personal power are more inclined to participate.

Participating organization and financial compensation

The State University asked participants to specify the type of organization where they contributed most of their time. Display 8 presents an abbreviated list of these organizations and juxtaposes the proportion of students receiving financial compensation at these organizations. There is no clear pattern between the proportion of students working at an organization and the proportion of students receiving financial compensation. If financial compensation were a significant motivating factor in the decision to participate, the organizations providing the most opportunity for financial compensation would attract the largest proportion of student contributions. In fact, an almost inverse relationship between opportunities for compensation and student contributions exists. Twenty-nine percent of the students participating at a preschool received financial compensation, but only 1.5 percent of the participating students contributed most of their time at a preschool. On the flip side, the largest proportion of participating students contributed most of their time at non-profit organizations, but only 13 percent of the students working at these organizations received compensation.

DISPLAY 8 Percent of California State University Participants Contributing Most of Their Time to Various Organizations Compared to the Percent of Participants Receiving Financial Compensation, 1988

	Percent of Students	Percent Receiving Financial Compensation
Non-Profit Organization	18.0%	13%
Religious Institution	15.0	11
State University Campus	14.0	34
Private for Profit	2.7	46
Preschool	1.5	29

Source: The California State University, Survey of Student Participation in Community Service 1988, November 1989.

There is also no clear relationship between financial compensation and the type of job performed, as Display 9 below shows. The three tasks of instruction, fund raising, and counseling performed by the largest proportion of participating students do not appear to relate directly to the proportion of these students receiving financial compensation.

DISPLAY 9 Jobs Performed Most Often Compared to Percent of California State University Participants Receiving Financial Compensation, 1988

	Percent of Students Spending Most of Their Time	Percent of Students Receiving Financial Compensation
Instruction	17.0%	33%
Fund Raising	12.0	4
Counseling	10.5	21

Source: The California State University, Survey of Student Participation in Community Service 1988, November 1989.

The educational value of community service

The State University's participating students reported that they derived a better understanding of their course work through their community service. The greater the number of hours contributed in a week, the more likely students perceived the community service experience as useful in developing an understanding of course work. In addition, the further along that students are in the educational process, the more likely they perceive their time in service as relevant to their course work. Whether this perceived benefit of community service on academic work shows in student performance is unknown, since students were not asked to report information on their academic performance (i.e., grade-point average, course completion, persistence to degree, etc.).

Participation of University of California students

Two thousand six hundred and twenty-eight students responded to the University's survey. Of the respondents, 1,419 -- or 54 percent -- participated in community service in 1988. These students spent an average of 18 hours per month in community service during the academic year. In the summer months they were less likely to participate, but if they did, they served for a greater number of hours per month than during the academic year. A possible inference from these data is that many students must work during the summer and so cannot volunteer service, while those who do not need to work have more free time during the summer to serve.

Characteristics of University of California participants

In addition to the ten core questions listed in Appendix C, campuses added their own questions regarding student community service. The following paragraphs summarize student responses to both the core questions and campus questions. In some cases, the information presented reflects data from a subset of the University's eight campuses. When tables do not reflect all campuses, footnotes specify the campuses not represented in the data.

Display 10 compares the University's total student population with its Human Corps population. Women represent a larger proportion of the University's Human Corps population than its total student population -- 61.5 percent compared to 48.6 percent of all students. Most Human Corps students worked during 1988, and in fact, a larger proportion of Human Corps students worked than all students systemwide. Display 10 indicates that the proportion of Human Corps students and all University students receiving financial aid was similar. Finally, ethnically underrepresented students represented a smaller proportion of the University's Human Corps population than of the Univesity's total student population.

Display 11 on page 8 shows that white, Asian, and Latino students participated at rates clustering closely around the systemwide participation rate of 54 percent, while Black, Filipino, and Native American students participated at a moderately lower rate, clustering around 48 percent. In this case, the University data reflect the pattern found in the State University's data. Rather than participating at the lowest rate, Asian students participated at a rate second only to that of white students. This is further evidence that the State University's findings may not reflect the actual participation rates of Asian students.

Display 12 shows the variation of participation rates across majors at the University. Students ma-

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DISPLAY 10 Selected Characteristics of All Students and Human Corps Students at the University of California, 1988

Characteristic	Systemwide	Human Corps
Female	48.6%	61.5%
Lower-Division	45.2	44.0
Upper-Division	54.8	56.0
Students of Color*	37.8	28.4
Employed	63.0	81.0
Financial Aid Recipient	31.2	29.5

* Includes Asian, Black, Latino, and Native American students.

Source: University of California, Human Corps Report, December 1989.

DISPLAY 11 Participation Rates by Ethnicity at the University of California, 1988

Ethnicity	Percentage
White	55%
Asian	52
Chicano/Other Latino	52
Black	49
Filipino	48
Native American	47
Total Systemwide	54

Source: University of California, Human Corps Report, December 1989.

DISPLAY 12 Participation Rates by Academic Major at the University of California, 1988

Academic Major	Percentage
Natural and Physical Sciences	58%
Humanities	56
Social Sciences	55
Undeclared	54
Engineering	36

Source: University of California, Human Corps Report, December 1989.

joring in the natural and physical sciences participated at the highest rate. Undeclared students and students majoring in the social sciences and humanities participated at a slightly lower rate. Students majoring in engineering not only participated at a much lower rate than students majoring in other areas but also at a rate much lower than the systemwide rate.

Participating organization and tasks performed

Display 13 lists the types of organizations that benefited from student contributions. Forty-two percent of the Human Corps students participated on campus, 28 percent at a private non-profit organization, 23 percent at a K-12 school, another 23

DISPLAY 13 Type of Organization Served by Community Service Participants of the University of California, 1988

Organizational Type	Percent of Community Service Participants Involved*
University of California Campus	42.0%
Private Non-Profit Organization[1]	28.0
Public or Private School (K-12)	23.0
Religious Institution[2]	23.0
Medical Care Facility[3]	19.0
Individual Effort[4]	17.0
Advocacy Group[5]	10.0
Governmental Agency[6]	10.0
Private For-Profit Organization[7]	7.0
College or University Other than UC	5.0
Public or Private Pre-School	3.0
Other	10.0

* Percentages add to more than 100 percent because most respondents provided multiple answers.

1. Example: Parents' United, Easter Seals, United Way, etc.
2. Example: Church, synagogue, church-sponsored soup kitchens, etc.
3. Example: Nursing homes, hospitals, hospices, etc.
4. Example: Private tutoring, etc. (non-sponsored activity).
5. Example: League of Women Voters, Sierra Club, Mexican-American Legal Defense Fund, etc.
6. Example: Local, state, or federal governmental agency, non-medical.
7. Example: Private for-profit business-sponsored activities.

Source: University of California, Human Corps Report, December 1989.

percent at a religious institution, and 19 percent at a medical facility. As at the State University, the University's participating students spent most of their time providing instruction, tutoring, or fund raising, as shown in Display 14 on the opposite page.

Reasons for participating

Like the State University's participants, the University's Human Corps student most likely referred to a value system or "personal reasons" as their motivation for participating in community service, as

DISPLAY 14 Type of Community Service Performed by Participants of the University of California, 1988

Organizational Type	Percent of Community Service Participants Involved*
Fund Raising	35.0%
Instruction/Tutoring	29.0
Recreation Activities	26.0
Community/Public Relations	25.0
Counseling/Advising	22.0
Clerical	18.0
Manual Labor	18.0
Social Work	16.0
Medical Care/Health Education	13.0
Political Advocacy	13.0
Fine Arts	10.0
Administrative	9.0
Computer Operations/Programming	7.0
Technical Assistance	6.0
Consulting	5.0
Grant Writing	2.0
Other	10.0

* Percentages add to more than 100 percent because most respondents provided multiple answers.

Source: University of California, Human Corps Report, December 1989.

DISPLAY 15 University of California Participants' Motivations for Performing Community Service, 1988

Motivating Factor	Index of Importance*
Beliefs, Convictions, Principles	2.1
Personal Reasons	2.3
Sense of Social Responsibility	2.4
Commitment to Protecting Rights and Welfare of Others	2.8
Career Preparation or Advancement	2.8
Course Requirement	4.3
Financial Reward	4.4

* Based on a five-point scale where 1 = very important, 3 = important, 5 = not important. To facilitate comparisons of the relative significance of each factor for community service participation, an "Index of Importance" was computed by multiplying the number of persons assigning a given code by the weight assigned to that code (i.e., 1 through 5) and dividing the sum of these by the number of persons responding.

Source: University of California, Human Corps Report, December 1989.

shown in Display 15. Consistent with this finding, they identified "financial reward" and "fulfilling a course requirement" as the least important reasons for performing community service.

These self-reported attitudes are consistent with other findings about participating students, most of whom received no course credit or financial compensation for their service. Seventeen percent of the respondents received academic credit, and 32 percent received financial compensation -- at an average of $220 per month for their service. Since receiving course credit and financial compensation are not mutually exclusive, the University data do not allow for an estimate of those who worked entirely as a volunteer and those who received compensation. Some of the respondents may have received both course credit and financial compensation, and therefore would be counted twice by simply adding those separate percentages together. Logically, the proportion of participating students receiving some form of compensation ranges somewhere between 32 percent and 49 percent.

Reasons for not participating

The University of California at Los Angeles asked students to cite a reason for not participating in community service. Most students reported that they needed to concentrate on academic studies and to work. However, a large proportion indicated that they did not know how to get involved in community service and "lacked support or encouragement to participate" (Display 16, page 10).

This need for structure is reflected in the participation rates of students active in organizations as compared to the participation rate of students not involved in any organization. Display 17 shows that students involved in extracurricular organizations participate in community service at notably

DISPLAY 16 Reasons of UCLA Students for Not Participating in Community Service in 1988

Reason for Not Participating	Percentage*
Needed to concentrate on academic studies	69.1%
Needed to work; Employment	52.6
Was involved in other activities	41.3
Was unsure how to become involved	32.6
Lacked support or encouragement to participate	20.9
Not interested	19.1
Problems with transportation	16.1
Problems with parking	7.8
Could not afford costs of participation	7.0
Was "burnt out" from past involvement	4.3
Don't believe community service really helps	0.9
Other	3.9

* Percentages add to more than 100 percent because most respondents provided multiple answers.

Source: University of California, Human Corps Report, December 1989.

high rates, ranging from 53 to 73 percent. In contrast, students who do not participate in any extracurricular organization participate at a rate of 38 percent, well below the systemwide rate of 54 percent. These findings point to the potential use of existing student organizations as a means of expanding student participation and the need to increase informational campaigns on service opportunities for students who are not involved in extracurricular organizations.

Lessons learned from the surveys

Value of the Human Corps program

In the past, the California Postsecondary Education Commission has expressed support for the Human Corps program on the basis of its support of community involvement and social responsibility. With these first surveys of student participation in the Human Corps program, the Commission may now point to tangible evidence of the program's value. First, students are participating in community service because of their values, not their pocket books, so they may not be as self-oriented and materialistic as popular perception would portray them. Second, students that participate in community service provide instruction more often than any other task, which fulfills a stated legislative priority for the program as well as a dire social need. Finally, students of their own accord seem to contribute well over 30 hours per year to community service -- the goal set by the Legislature.

*DISPLAY 17 Community Service Involvement by Extracurricular Activity at the University of California, 1988**

Extracurricular Activity	Participation Rate
Fraternity or Sorority Member	73%
Student Government	71
Special Interest Group	69
Residence Hall Programs	62
Other Club or Association	60
Intramural Athletics	59
Varsity Athletics	53
Belong to No Organization	38

* Data are not available for the Irvine and Santa Barbara campuses. Percentages add to more than 100 percent because most respondents provided multiple answers.

Source: University of California, Human Corps Report, December 1989.

Value of the surveys

One of the central purposes of surveying students before the comprehensive evaluation of the Human Corps program in 1993 is to strengthen the segments' survey instruments over time. As noted earlier, lack of reliable historical data on student participation prevents any calculation of the change in the number of students participating in community service between 1986 and 1988. In order to identify

changes in the participation rate between 1991 and 1993, the segments will have to implement a survey instrument in 1991 that performs well enough to use again in 1993.

For the 1988 survey, the State University used a reliable survey method by distributing its survey questionnaire in class. Nonetheless, the results of its survey were in some cases ambiguous or defied explanation due to the lack of necessary information. The State University also omitted to gather important information from non-participants, including the reasons why they chose not to participate, which would provide insight into ways to expand participation.

The University of California used a survey method that raises questions regarding the reported participation rate, as discussed earlier.

Finally, both the University and State University used definitions of community service that are very inclusive. In light of the great diversity of community service activities and the broadly stated intent of the Legislature, a broad definition is necessary, and yet in the opening section of AB 1820, the Legislature declared that "Current volunteer efforts conducted by community organizations reach only a fraction of the need. The need for public service is great because private, state and federal funding are insufficient to pay for all the social services needed." From the Commission's perspective, this reference to "social services" indicates a need to distinguish between *community service* and *public service*. For example, while student work at the Commission would technically qualify as "community service" under the definitions used by the segments, it does not contribute towards meeting California's unmet need for social services.

Lack of State support for community service

AB 1820 expresses the intent of the Legislature to provide funding for the comprehensive evaluation of the Human Corps program in 1993, but it does not express intent to provide funding for program expansion. In fact, the State has not appropriated funds to the Human Corps program for either expansion or the cost of evaluation, despite annual budget requests for program funding submitted by the segments and Commission support for these requests.

To date, the segments have used institutional funds to develop the Human Corps program and to gather the data necessary for the comprehensive evaluation. This lack of State funding not only inhibits program expansion but also limits the segments' ability to gather data and forces the segments to choose between program needs and responding to the Legislature's need for information. In the absence of State support, every dollar that the segments spend on surveys is a dollar not spent on the Human Corps program.

Both the State University and University managed to gather and provide the data requested by the Commission for this progress report. However, the differences in their products reflect, in part, the lack of state financial support. The State University produced an excellent survey and survey report in part, because the timing of its Student Needs and Priorities Survey (SNAPS) happened to coincide with the timing of the Human Corps student survey. As a result, the State University was able to insert questions on student community service in a time-tested and sophisticated survey at a much lower cost than if it had produced the Human Corps survey independently. Unfortunately, the University of California does not administer a systemwide survey of students, and it is unlikely that the State University will be able to use the Student Needs and Priorities Survey for the next survey of student community service. Both the State University and the University will have to struggle with administering the Human Corps survey as a single subject and with limited resources in 1991.

Recommendations

1. Early efforts to gather reliable data on community service participation are essential to assessing the overall impact of the Human Corps program in 1993. However, a survey instrument and method that provides credible results requires a substantial amount of funds -- funds that the segments have had to divert from their programs. Since the Legislature expressed its intent to provide funding for the comprehensive evaluation, **the Commission recommends that the Legislature and the Governor provide adequate funding to both the University of California and the California State Uni-**

versity for the 1991 and 1993 survey of student participation in community service.

2. Understanding the differences between participants and non-participants is essential to expanding the Human Corps program as well as evaluating the appropriateness of State policy. **Therefore, the Commission recommends that the Human Corps Task Forces of the California State University and the University of California expand their survey to gather information on non-participants. Both segments should develop the survey questions together in order to ensure that participants and non-participants in both universities are providing similar information.**

3. The development of the Human Corps program and State policy also depends upon reliable data that provide information on changes in participation over time as well as the relative needs of participants and non-participants. **Therefore, the Commission recommends that the California State University and the University of California use a similar survey method for the next two surveys.**

4. As stated in the legislation, the Legislature adopted the Human Corps program to (1) promote the development of a sense of social responsibility to others in the students attending, (2) provide students with opportunities for practical skill development, and (3) allow for cooperative effort between schools, philanthropies, and the private and public sector. **Therefore, the Commission recommends that staff convene a meeting with representatives of the University and State University to identify the most appropriate definition of community service for practical use in measures of participation.**

References

California Postsecondary Education Commission. *Student Public Service and the "Human Corps": A Report to the Legislature in Response to Assembly Concurrent Resolution 158 (Chapter 1505, Statutes of 1984).* Commission Report 87-12. Sacramento: The Commission, March 1987.

--. *Status Report on Human Corps Activities: The First in a Series of Five Annual Reports to the Legislature in Response to Assembly Bill 1820 (Chapter 1245, Statutes of 1987).* Commission Report 88-24. Sacramento: The Commission, May 1988.

--. *Status Report on Human Corps Activities: The Second in a Series of Five Annual Reports to the Legislature in Response to Assembly Bill 1820 (Chapter 1245, Statutes of 1987).* Commission Report 89-8. Sacramento: The Commission, March 1989.

The California State University. *Survey of Student Participation in Community Service, 1988.* Long Beach: Office of the Chancellor, December 1989.

Appendix A: Assembly Bill 1820 (1987)

CHAPTER 1245

An act to add Chapter 2 (commencing with Section 99100) to Part 65 of Title 3 of the Education Code, relating to postsecondary education, and making an appropriation therefor.

[Approved by Governor September 27, 1987. Filed with Secretary of State September 27, 1987.]

I am deleting the $240,000 appropriation contained in proposed Education Code Section 99106 contained in Assembly Bill No. 1820.

This bill would create the Human Corps within the University of California and the California State University, and would encourage students to participate in the Human Corps by providing an average of 30 hours of community service in each academic year.

Both the University of California and the California State University have ongoing student volunteer community service activities. The administrative structure is in place to accommodate activities proposed by this bill. No additional funds are required.

With this deletion, I approve Assembly Bill No. 1820.

GEORGE DEUKMEJIAN, Governor

LEGISLATIVE COUNSEL'S DIGEST

AB 1820, Vasconcellos. Postsecondary education: Human Corps.

Existing law does not require college students to participate in community activities.

This bill would create the Human Corps within the University of California and the California State University, and would encourage students to participate in the Human Corps by providing an average of 30 hours of community service in each academic year, as specified.

This bill would require the California Postsecondary Education Commission to annually, by March 31, conduct progress reports on student participation in the Human Corps, as specified.

This bill would require the commission to conduct a comprehensive evaluation by March 31, 1994, as specified.

This bill would require that all progress reports and the comprehensive evaluation be submitted to the appropriate fiscal and policy committees of the Legislature.

The bill would appropriate $70,000 to the University of California and $170,000 to the California State University for its purposes, as specified.

Appropriation: yes.

The people of the State of California do enact as follows:

SECTION 1. Chapter 2 (commencing with Section 99100) is added to Part 65 of Title 3 of the Education Code, to read:

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CHAPTER 2. HUMAN CORPS

99100. (a) The Legislature finds and declares all of the following:

(1) California students have a long and rich tradition of participation in community service which should be recognized, commended, and expanded.

(2) There is a growing national consensus that student participation in community services enhances the undergraduate experience.

(3) Student community service is an activity of extreme importance to the mission of the university and deserves to be conducted both for academic credit and otherwise.

(4) The state's postsecondary educational institutions are charged to maintain a tradition of public service as well as teaching and research.

(5) Access to the privilege of attending the university is made possible for many by our state's tradition of keeping fees and tuition low.

(6) Practical learning experiences in the real world are valuable for the development of a student's sense of self, skills, and education.

(7) Our state faces enormous unmet human needs and social challenges including undereducated children, increasing illiteracy and teenage parenting, environmental contamination, homelessness, school dropouts, and growing needs for elder care.

(8) The state's ability to face these challenges requires policymakers to find creative and cost-effective solutions including increased efforts for community and student public service.

(9) The Legislature and the State of California provide substantial incentives and subsidies for its citizens to attend the state's postsecondary education institutions, public and private, which are among the finest in the world.

(10) Current volunteer efforts conducted by community organizations reach only a fraction of the need. The need for public service is great because private, state, and federal funding are insufficient to pay for all the social services needed.

(11) Existing community service efforts have successfully demonstrated that participation in public service is of mutual benefit to participating students and the recipients of their services.

(b) It is the intent of the Legislature in enacting this article to do all of the following:

(1) Complete the college experience by providing students an opportunity to develop themselves and their skills in real-world learning experiences.

(2) To help nurture a sense of human community and social responsibility in our college students.

(3) Invite the fullest possible cooperation between postsecondary education institutions, schools, public, private, and nonprofit agencies, and philanthropies to plan, fund, and implement expanded opportunities for student participation in community life through public service in organized programs.

(4) To substantially increase college student participation in community services by June 30, 1993, with the ultimate goal of 100 percent participation.

99101. There is hereby created a program known as The Human Corps within the University of California and the California State University. The California Community Colleges, proprietary schools, and member institutions of the Association of Independent California Colleges and Universities are strongly encouraged to implement Human Corps programs. The purpose of the corps is to

provide every student an ongoing opportunity throughout his or her college career to participate in a community service activity. Toward this goal, beginning in the fall term in 1988, full-time students, including both undergraduate and graduate students, entering the University of California, the California State University, or an institution that is a member of the Association of Independent California Colleges and Universities to pursue a degree shall be strongly encouraged and expected, although not required, to participate in the Human Corps by providing an average of 30 hours of community service in each academic year. The segments shall determine how to encourage and monitor student participation. The segments are strongly encouraged to develop flexible programs that permit the widest possible student involvement, including participation by part-time students and others for whom participation may be difficult due to financial, academic, personal, or other considerations.

99102. For the purposes of this article, community service shall be defined as work or service performed by students either voluntarily or for some form of compensation or academic credit through nonprofit, governmental, and community-based organizations, schools, or college campuses. In general, the work or service should be designed to provide direct experience with people or project planning, and should have the goal of improving the quality of life for the community. Eligible activities may include, but are not limited to, tutoring, literacy training, neighborhood improvement, increasing environmental safety, assisting the elderly or disabled, and providing mental health care, particularly for disadvantaged or low-income residents.

In developing community service programs, campuses shall emphasize efforts which can most effectively use the skills of students such as tutoring programs or literacy programs.

99103. There are hereby created Human Corps task forces in each segment, which shall be established on each campus by March 1, 1988. Community colleges and member institutions of the Association of Independent California Colleges and Universities are strongly encouraged to establish task forces for the purposes set forth in this section. Each task force shall be composed of students, faculty, and campus administration. Each task force also shall include community representatives from groups such as schools, local businesses and government, nonprofit associations, social service agencies, and philanthropies. Each task force shall reflect the ethnic and racial diversity of the institution and the surrounding community. The purpose of the task forces is to strengthen and coordinate existing oncampus and external community service opportunities, expand and make new service opportunities available, promote the Human Corps to make students, community groups, faculty, employment recruiters, and administrators aware of the service expectation, and develop rules and guidelines for the program.

In conducting their charges, campus task forces should develop an implementation strategy which includes but is not limited to, the following, by July 1, 1988:

(a) A survey of the existing level of student participation including number of students, amount of time allocated, sources, and amounts of funds for activities and types of agencies participating.

(b) A plan to substantially expand student participation in community service by June 30, 1993.

(c) Criteria for determining what activities reasonably qualify as community service.

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(d) Criteria to determine which community agency and campus programs have the training, management, and fiscal resources, and a track record or potential for success in addressing social needs and can reasonably use additional student assistance to administer their programs.

(e) A statement regarding the institution's commitment to community service to be included in application and orientation materials to communicate the expectation for student participation in community service.

(f) A statement that each campus has examined, in close consultation with the faculty, how student community service may be implemented to complement the academic program, including a determination of whether and how Human Corps programs may be offered for academic credit.

(g) A budget which identifies the staff and funding resources needed on each campus to implement this Human Corps.

99104. It is the intent of the Legislature that segments maximize the use of existing resources to implement the Human Corps. This responsibility includes seeking the resources of the private and independent sectors, philanthropies, and the federal government to supplement state support for Human Corps programs. The Legislature intends that the funds appropriated for purposes of this chapter to the Regents of the University of California and the Trustees of the California State University be used to offset some of the costs of developing the Human Corps. The segmental and campus Human Corps Task Forces shall jointly determine how those funds are used. It is the further intent of the Legislature that funds be allocated competitively for programs and not on a pro rata basis for each campus. Preference in funding should be given to strengthen and expand exemplary efforts to implement the Human Corps and to stimulate new efforts on campuses where the establishment of student community service programs has been limited.

Campuses may develop numerous approaches to implement the Human Corps on each campus. Activities eligible for funding may include a wide variety of incentives for student participation such as:

(a) Recognition programs.

(b) Fellowships.

(c) Awareness programs.

(d) Periodic conferences for students and community organizations.

(e) Transportation costs.

(f) Matching grants.

(g) Intersegmental programs.

99105. The California Postsecondary Education Commission annually, by March 31, shall conduct reports on the progress that the University of California and the California State University are making to substantially increase student participation in the Human Corps. By March 31, 1994, the commission shall conduct a comprehensive evaluation which shall include, but not be limited to, the following:

(a) The number of students who completed participation in the Human Corps by academic area (humanities, social services) and academic level (freshman, sophomore, etc.).

(b) The number of students who volunteered, or received pay or academic credit for service.

(c) An inventory of the types of community agencies which participated and the types of opportunities they provided.

(d) An inventory of the types of incentives for student participation offered by campuses including awards, grants, and training.

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(e) The number of courses related to Human Corps programs.

(f) The number of staff and sources of funding provided to the Human Corps on each campus.

(g) A survey of participating agencies to determine whether the addition of student resources enhanced their program.

(h) The number of community colleges which participated in the Human Corps.

(i) Recommendations for continuation of the Human Corps including a recommendation whether a mandatory program should be established to the extent that community service programs failed to produce a substantial increase in student participation in the Human Corps. It is the intent of the Legislature to provide funding for the evaluation.

(j) The commission shall convene a meeting of representatives from the University of California and the California State University to determine the appropriate data requirements for the progress reports and the comprehensive evaluation. All progress reports and the comprehensive evaluation shall be submitted to the appropriate fiscal and policy committees of the Legislature.

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Appendix B

The Human Corps in the California State University

Progress Report of the California State University
Prepared for the California Postsecondary
Education Commission

December 1989

THE HUMAN CORPS IN THE CALIFORNIA STATE UNIVERSITY
PROGRESS REPORT 1988-89

Introduction

With the passage of AB 1820 in 1987, the Human Corps was established in The California State University and the University of California. The legislation encourages, but does not require, all full-time students to participate in the Human Corps by providing an average of 30 hours of community/human service each academic year. A goal of 100% student participation, was legislatively established, to be reached by June, 1993.

The California State University and all individual campuses created detailed implementation strategies. Each year, the CSU and the UC report their progress to the California Postsecondary Education Committee (CPEC). CPEC, in turn, combines segmental reports into a comprehensive legislative report on the progress that the two systems are making to substantially increase student participation in community/human service. The following report is intended to provide information to the Commission as it prepares these reports.

For the purposes of the Human Corps program, community service is defined by the CSU as: all human and social service action, government service, and community service action provided by campus organizations, public or private community agencies or businesses that will nurture a sense of human community and social responsibility in our college students and contribute to the quality of life for individuals and groups in the community.

Each campus established criteria to determine which community agencies and campus programs qualify for volunteer assistance. In general, campus reports confirm that agency work sites are in accord with the following guidelines:

> **Community service work sponsored by the college/university (both for credit and non-credit),** including experiences through: on-campus community service coordinating offices; major-related experiential programs (internships, field work); class-related projects; community outreach programs, both departmental and university-wide; student organization service projects; programs co-sponsored with community organizations; student services programs; student leadership activities.
>
> **Community service work sponsored by private, non-profit agencies and organizations** such as, Big Brothers/Big Sisters, YMCA/YWCA, United Cerebral Palsy Association, American Red Cross.

Community service work sponsored by for-profit organizations or businesses where the purpose is to meet a community need, in addition to making a profit such as, hospitals, nursing homes, community outreach/support programs sponsored by industry.

Community service work sponsored by churches where the intention is to meet secular community needs, not proselytizing new members. Examples are child care centers, soup kitchens, food banks, community service centers, homeless shelters.

Community service work sponsored by the Federal, State, county or local governments such as, hospitals, healthcare facilities, city recreation/sports departments, Conservation Corps, children's services, immigrant assistance programs, VISTA, Peace Corps.

Community service work initiated independently by a student or students that meets a community need not being met by existing organizations/services such as, project to assist senior citizens living in a lower economic area of town with needed home repairs, or a project to collect clothing for earthquake victims.

Community service work sponsored by public or private schools including classroom aides, school camps, English as a second language (ESL) tutoring, before and after-school child care services.

Campus and Systemwide Support Activities

In addition to supporting the continuation of pre-existing campus community service programs that have been active for years, implementation of the Human Corps legislation proceeds on systemwide and campus levels. Campuses have submitted year-end campus reports detailing progress and systemwide support activities continue.

CSU campuses and the system have established Human Corps Task Forces composed of students, faculty, community members, agency representatives and campus administrators. Some campuses have formulated permanent community service program Advisory Boards.

The CSU Human Corps Task Force was created by Chancellor W. Ann Reynolds to provide leadership and stimulate campus commitment to student volunteerism. The Task Force membership includes representatives of the CSU Academic Senate, The California State Student Association, two campus Presidents, two Vice-Presidents, and community representatives. In addition to Task Force meetings, campus coordinators meet biannually. This year, a joint meeting will be held with campus representatives

of the CSU and the University of California. Also, a Human Corps Bulletin Board and electronic mail system links campus representatives.

Each campus developed strategies to expand student community service. These include the possibility of awarding academic credit, student stipends, academic transcript notations, certificates, and special recognition activities. Such efforts build on existing programs; develop additional programs in response to local needs; seek to increase program and campus coordination, faculty and staff involvement and awareness and recognition; and improve communication with student groups and student government leaders.

To obtain an accurate listing of academic courses that have a community component or are related to the Human Corps, each campus Vice-President for Academic Affairs was asked to provide course information by department, name, number, instructor, with a brief course description. The results of these reports to date indicate that at least 1115 courses systemwide provide students the opportunity to engage in service. Examples of these courses include:

CSU, Northridge: Pan-African Studies 392, Teen Mentor; The teen mentor program pairs young college students with teen parents from South Central Los Angeles to provide a supportive network.

Sonoma State University: Gerontology 499, Aging and Society; Students provide assistance to individuals and families who are dealing aging/elderly care.

CSU, Dominguez Hills: History 596, History Internship; Students intern in public or private agencies in historical preservation.

California State Polytechnic University, Pomona: Accounting 434, Income Tax Preparation; Students assist elderly and low-income taxpayers prepare Federal and State tax returns.

CSU, Long Beach: Dance 393, Elementary School Fieldwork; Students work in public elementary schools to instill an appreciation for dance and to promote physical coordination.

San Jose State University: Philosophy 116, Philosophy of Science; As a part of exploration of philosophical theory, students work in the community in social projects and then relate these experiences to the theory of the course.

Multi-campus Human Corps activities are common. Campuses also participate in activities sponsored by the California Campus Compact -- a coalition of California higher education presidents and chancellors devoted to the support and encouragement of collegiate community service in California. Chancellor Reynolds, President Arciniega of California State University, Bakersfield and President Cobb of California State University, Fullerton have been appointed to the Executive Committee of California Campus Compact. The Compact seeks private funding for multi-campus projects.

Several regional projects are underway with the Compact and CSU campuses. First, California Campus Compact along with a consortium of San Francisco bay area campuses received foundation funding to develop the "Bay Area Homeless Project" which is housed at San Francisco State University. The goal of this intercollegiate project is to focus the community service efforts of several campuses on the problem of homelessness throughout this nine county region by providing direct and indirect service.

Another regional activity coordinated by the Compact is a project with Los Angeles Unified School District. Beginning February 1989, representatives from California State University, Los Angeles, California State University, Dominguez Hills, and California State University, Northridge joined together with the Los Angeles Unified School District and other colleges to provide service to public schools.

Upon the recommendation of Chancellor Reynolds, the CSU Board of Trustees allocated $500,000 in 1987-88 and 1988-89 from the Lottery Budget for the support and development of student community service internship programs. This allocation has been doubled to $1.0 million for the current year, 1989-90. The reports of these programs are on file.

In addition to lottery funds, campuses utilize other campus resources and rely on outside grants to support expansion of Human Corps activities. For example, both California State University, Bakersfield and California State University, Fullerton received Campus Compact grants. California State University, Long Beach and California State University, Dominguez Hills are currently receiving small grants from the Federal ACTION office. California State University, Chico receives some financial support from their local United Way. California Polytechnic State University, San Luis Obispo is provided support by their Associated Students government.

Each campus was required by the legislation to develop a cost estimate for compliance with AB 1820. The projected figures from the campuses suggest that, based upon the size of the campus student population, somewhere between $100,000 to

$150,000 per year per campus is needed to achieve compliance with the legislation. Campus size has relatively little influence on initial funding cost estimates because staffing and campus coordinating costs are basic minimal needs for each campus. Expected costs include program administration, space and communications, staffing, operational expenses, student supervision, and technical assistance. All campuses agree on the need for additional funds in order to be fully responsive to the intent of the Human Corps legislation.

An important issue facing the CSU is the assumption of the liability for this legislatively mandated program. The funding of student insurance for this program has been reviewed and recommended by the CSU Risk Management Advisory Committee. The CSU is currently discussing this issue with the Department of Finance and has submitted a Program Change Proposal for $170,000 to fund the risk management for injury to students at a limit of $20,000 per student and liability of $1,000,000 per occurrence.

Campus Program Summaries

The CSU is proud of the long-standing commitment of its campuses to community service. Excellent programs have been expanded or developed in response to the Human Corps program. Selected examples from campus programs are described in this section.

California State University, Bakersfield

Originally the California State University, Bakersfield (CSUB) anticipated simply enhancing existing programs, but in fact, Human Corps has become a creative response to the diverse needs of the public/non-profit organizations in the surrounding community. The campus reorganized Human Corps programs to include: Compensated Service, Volunteer Service, Class Component, and Group Philanthropic Projects. During the 1988-89 academic year 209 students participated in the first three options. Campus organizations and clubs accounted for participation in the Group Philanthropy Projects option. Funds from the California Lottery enabled the campus to provide stipends; mileage reimbursement; and promotional, training and recognition materials for student volunteers. A majority of CSUB students chose to work with at-risk, disabled, or disadvantaged youth in a variety of settings. Services ranged from tutoring/mentoring to counseling to organizing child care programs. The campus academic program provides 1 quarter unit of academic credit (maximum of 12 quarter units) to those volunteers providing 30 hours of service per term.

California State University, Chico

Several programs at California State University, Chico (CSUC) provide formal mechanisms for involving students in community service activities. Among these programs are the Community Action Volunteers in Education, Community Legal Information Center, and Educational Support Programs for Women. In 1987-88, 1,674 students participated in the Community Action Volunteers in Education (C.A.V.E.) program. An example of such community service was the "Movement Unlimited" camp for disabled children. This sports camp affords physically disabled children an opportunity to participate in campus adaptive sports and recreational programs. The camp program also provides CSUC students opportunities to see how course concepts can become a practical hands-on approach to working with disabled children.

California State University, Dominguez Hills

At California State University, Dominguez Hills (CSUDH), public school outreach in the arts has been a long-standing University commitment for community service. For example, a special performance of "A Mid-Summer Night's Dream" was produced for the hearing impaired. Three hundred people participated in the performance. In addition, other activities included organizing a summer camp model for high school students in the arts, child care and tutorial services, and counseling with the Los Angeles County Probation Department.

California State University, Fresno

California State University, Fresno (CSUF) placed several students in agriculturally-related agencies such as the California Institute of Rural Studies, the San Joaquin River Commission, and the University of California Extension Services. In addition, services provided included research, counseling, report writing, public relations, animal care, instruction, marketing and program management in numerous public and non-profit organizations.

California State University, Fullerton

Numerous community service activities are sponsored by the fraternities and sororities at California State University, Fullerton (CSUF). Examples of such projects include sponsorship of Camp Titan, distribution of cancer information to thousands of households, work with the Boy's Club, Senior Citizens Center, Special Olympics, Orange County Food Bank, and a variety of other community agencies. Lottery funds enabled the University to provide stipends to undergraduates who volunteered as interns in community service or governmental agencies. Services provided included public relations, development of educational programs, case management, surveys, and both direct service and general staff work.

California State University, Hayward

Funds from the California State Lottery supported internships in community agencies at California State University, Hayward (CSUH). A total of 105 students provided service to seventy-three agencies. CSUH students interned with State and county agencies, as well as many non-profit organizations. Student volunteers provided much needed services to programs for the elderly, the disabled, the terminally ill, the homeless and hungry, children, at-risk youth, families, and education.

Humboldt State University

Humboldt State University (HSU) has had an extensive and varied student community service program since the 1960's. These community service opportunities range from brief events requiring no special preparation to multi-year projects requiring pre-professional skills. Lottery monies for community service funded competitive grants to innovative student Community Service Projects (CSP) and provided funds to establish a clearinghouse that connects student volunteers with unmet needs in the community. CSP projects during 1988-89 involved 250 students and addressed issues ranging from working with parents to reduce the incidence of child abuse and information services for welfare recipients to educational projects supporting K-12 public schools. Community service opportunities which have substantial academic content may carry academic credit.

California State University, Long Beach

Since 1971, with the founding of the Educational Participation In Communities (EPIC) program, California State University, Long Beach (CSULB) has supported a centralized office to recruit student volunteers and to channel their time, energy, and skills to those individuals and groups in the community who need assistance. The EPIC/Human Corps Office is now the focal point for all Human Corps activities of the campus. During the 1988-89 academic year, the EPIC program placed 193 students who provided 38,984 hours of community service. Student volunteers worked with community agencies in areas such as, substance abuse, counseling, public relations, recreational program administration, respite care, graphic arts, hospice care, fundraising, research, education, and child care. Students may receive credit for their work as community service interns through Co-Op/EPIC courses in six academic schools. During 1988-89 several important activities resulted in increased contacts and resource information: a community service promotional brochure was developed; the Associated Students created a Community Service Commission; EPIC/Human Corps student staff made over 200 classroom presentations throughout the campus; and a survey of campus field experience programs, University outreach programs, and community service activities of all student clubs and organizations was completed.

California State University, Los Angeles

During 1988-89, a total of 195 California State University, Los Angeles students registered for service-related field work assignments through the University's Community Service 395 courses. A total of eight departments offered this course and worked cooperatively with the Educational Participation In Communities (EPIC) office to assist with and monitor student field placements. University sponsored community service activity also included the placement of 320 student volunteers. These volunteers were involved in off-campus field placements or in campus based, student-run service projects. Projects included a tutor/mentor drop-out prevention project, the campus-wide Annual Christmas Toy and Food Drive for needy families, and EPIC's Summer Youth Employment and Training Program for low-income high school youth. Lottery funds enable students to receive paid internships for coordinating campus-sponsored community service projects. Under the umbrella of California Campus Compact, the EPIC program is also working in cooperation with counterparts at UCLA, UCS, and the LA Community College District on a regional tutoring/mentoring project.

California State University, Northridge

At California State University, Northridge (CSUN) students provided community service through internships in Political Science, Educational Psychology & Counseling, Urban Studies, Kinesiology, Leisure Studies, and Journalism which were supported by the availability of Lottery funds. Lottery money also enabled CSUN's Office of Career Planning and Placement in cooperation with the National Center on Deafness to develop an innovative program that combines the needs of community agencies with the Student Internship Program for hearing impaired students. The goal of the program is to establish contacts with employers, assist students with the transition to work, facilitate community acceptance of deaf/hearing impaired workers, and provide community service and educational agencies with a volunteer workforce.

California State Polytechnic University, Pomona

Class projects, internships and cooperative education have always been an integral part of the California State Polytechnic University, Pomona (Cal Poly) educational experience. During 1988-89, Lottery-funded student internships in community service allowed students to serve the community in a variety of projects. Students majoring in Foods and Nutrition worked at the Orange County Rescue Mission for the Homeless and for the Orange County Homeless Issues Task Force. Students from a variety of disciplines initiated successful programs for the developmentally disabled and learning disabled, outreach to local Hispanic high school students, as

well as other regional projects. Two student interns served as coordinators of the Human Corps Volunteer Center, which recruits and places student volunteers in the community.

California State University, Sacramento

At California State University, Sacramento (CSUS) the Lottery-funded Student Internships for Community Service program funds student internships and other activities. The program focuses on four areas for student service projects: Community Service - Counseling which provide elementary schools in low-income areas with counseling interns; Nursing students make home visits and complete health and development histories on pre-school and elementary students in a school district serving many minority and low income students; the University-School Partnerships provides curriculum enrichment experiences to elementary school children; and Student Affirmative Action brings dramatic skits to local school children and provides important positive role models.

California State University, San Bernardino

Stipends from Lottery resources enabled students to provide community service and receive credit through their respective academic departments. Typical placements sites were Adult Protection Services, Department of Social Services; Child Protection Services; the District Attorney's Office; intervention counseling for youth with delinquent behavior; the County Sheriff's Department; and a shelter for battered women. In addition, the CSUSB Community Service Program recruited and placed 159 student volunteers in agencies where a paraprofessional nature applied.

San Diego State University

The activities of the Associated Students Community Service Network (CSUN) at San Diego State University (SDSU) are the result of student initiatives in the community and are funded by the students own Activity Fee money and private grants. The CSUN placed 400 student volunteers in much needed community service work. The University has continued to build upon its tradition of partnership with the San Diego community, providing opportunities for student volunteers and internships for academic credit in educational settings as well as non-profit community agencies and organizations. Service performed ranges from building homes in Tijuana, social service case management and child care to homeless/hunger advocacy, adult literacy and mental health counseling.

San Francisco State University

The San Francisco State University (SFSU) Community Involvement Center is an interdisciplinary, experiential education and

community service program which provides academic credit, training, and support for student volunteering in the Bay Area. The Center also recruits, advises, and makes referrals to students interested in volunteering independent of on-campus supervision and without course credit. Funds from the California Lottery are used to support student interns placed as resource staff for the Community Involvement Center. Those students enabled 276 other students to volunteer in 143 community service agencies throughout the San Francisco area during the 1988-89 year. Services performed by student volunteers ranged from tutoring to counseling to general assistance in administering community programs.

San Jose State University

San Jose State University (SJSU) offers an opportunity for students to provide community service while earning credit in an academically sound program -- Community Concepts 157. Students develop and implement complete community service projects under the supervision of a faculty member. Lottery funds enabled SJSU faculty and students to carry out five unique community service projects: the Special Education Student Community Service Project, Minority Engineering Program Parents Night, Multi-ethnic Internships to El Teatro Campesino, the SJSU Music Outreach Program, and the Human Corps Si Se Puede Literacy Project.

California Polytechnic State University, San Luis Obispo

In 1988-89, two major instructionally-related community service programs were funded by the Lottery. The first is a Community Service Award program which invites students to apply for awards of $500 to implement projects in conjunction with human service agencies. Thirty-three students were selected to receive awards. Examples of projects included coordinating a "Providers Fair" for SLO County agencies and groups that provide services or information concerning drugs, alcohol and related issues; producing newsletters and publications for non-profit agencies; producing a videotape of the County Rape Crisis Center's Child Abuse Prevention curriculum; and developing an after-school recreational project for children at two elementary schools in conjunction with the 4-H program. The second community service program was the "Community Connection" data base of volunteer opportunities available to students. The data base now contains over 500 positions. The 1988-89 community service Lottery funds were also used to develop, place, monitor and fund a variety of community service internships. Forty-two students from seven different academic area were selected to participate in this program.

Sonoma State University

Sonoma State University (SSU) has a long and rich commitment to community service with the student-initiated, Community Involvement Program, which has been integrated into the curriculum. Additionally, students are engaged in community service through internship programs which are offered through many of the academic departments. The Career Development Center serves as a clearinghouse for information regarding community service opportunities. Lottery funds supported interns in the departments of Criminal Justice, Management/MBA, Counseling, Special Education, and the SSU Library. Two student assistants were hired to enhance volunteer and internship opportunities available through the Community Involvement and Internship components of the Field Experience Program in the Career Development Center. This use of Lottery monies resulted in expanded student volunteer opportunities and increased student awareness through information tables and presentations on campus throughout the year.

California State University, Stanislaus

The Cooperative Education program at California State University, Stanislaus (CSUS) placed 34 students representing 11 majors in Lottery/Community Service Stipend positions during the 1988-89 academic year. Students worked as counselors in a drug and alcohol rehabilitation center, as advisors in a Southeast Asian refugee farm project, as tutors in math and English as a Second Language programs, as campaign marketing advisors for the United Way and Medic Alert, as program developers for the Volunteer Center, as gallery coordinators for the Turlock Arts Commission, and as geologic researchers for the Hazardous Materials Division of the Stanislaus County Environmental Resources Office.

Survey of Student Participation in the Human Corps

In response to the Legislature's interest in community service, the CSU conducted a comprehensive survey during the Spring of 1989 to determine the extent to which CSU students performed community service during the calendar year 1988. Questions about community service were included in the Student Needs and Priorities Survey (SNAPS). The survey was administered to 15,619 students in classrooms on 18 campuses.

The full text of the Survey of Student Participation in Community Service report accompanies this document. Selected findings from this report are presented below in the following categories:

- Community Service Participation;
- Motivation to Perform Community Service;
- Incentives to Perform Community Service;

- o Organizations and Community Service;
- o Community Service Activities;
- o Community Service Time Commitments; and
- o Student Assessment of Community Service Experiences.

1. Community Service Participation

The overall proportion of respondents who performed community service in 1988 was 31.8 percent. Approximately 31 percent of the survey respondents who took seven or more units said that they participated, compared to a slightly higher figure (34.4 percent) for respondents who took six or fewer units. Graduate/postbaccalaureate students were more likely to participate in community service activities than were undergraduates (see Figure 1). Students enrolled in education, interdisciplinary, social/behavioral science, and professional/technical majors reported higher participation rates than those who were enrolled in other fields of study (see Figure 2).

Women were more likely to perform community service (35.9 percent) than were men (26.9 percent) (see Figure 3). Participation rates also varied by age. Respondents who were 30 years of age or older were more likely to perform community service than were younger individuals (see Figure 4). The more dependents a respondent reported the more likely he or she was to perform community service. Individuals who indicated that they had 5 dependents had a higher community service participation rate (59.0 percent) than students who said they had no dependents (30.1 percent).

Concerns about financing a college education appear to not have influenced participation rates. Students who said they had extreme concerns about how to pay for their education were as likely to participate as those who reported no problems in this area. The number of hours the respondent was employed, the time of day the student took classes, and the education level of the respondent's father and mother were also unimportant as influences.

2. Motivation to Perform Community Service

Respondents who participated in community service felt that personal convictions were a most important reason for performing community service. Older students and graduates/postbaccalaureates were the most likely to cite beliefs or convictions as very important in their decision to perform public service. Social involvement or personal

enjoyment (satisfaction) also was reported as a very important motivating force for students.

Survey respondents generally reported that relevance to career preparation has been, or could be, an important factor in promoting participation in community service activities. Likewise, a major course requirement that includes a community service component has been or could be an important stimulus to serve. Relatively few students rated financial reward or course work outside of the major as important reasons to perform community service.

The results suggest that a student's decision to perform community service is primarily influenced by personal convictions and concerns about social issues. Academic and financial incentives seem to play a secondary role in decisions to participate.

3. Incentives to Perform Service

Almost two-thirds of those who performed community service indicated that they did so without any kind of academic or financial incentives. This finding supports the conclusion that most students who participated in community service activities were motivated by a sense of social responsibility and not personal gain.

Students who received material incentives were rewarded with course credit, money, or both, for their efforts. Course credit was most often earned by students in professional-technical, education, interdisciplinary or social-behavioral science majors. Upper division and graduate/postbaccalaureate students were more likely to obtain course credit for their efforts than were lower division students.

4. Organizations and Community Service

A major goal of the Human Corps legislation was to develop cooperative liaisons with external organizations to encourage participation and expand service opportunities. Even though a significant percentage of respondents said that they performed their community service as part of a campus program, most students indicated that they also had participated in activities that were sponsored by external community agencies (see Figure 5). Private, non-profit organizations, religious institutions, and public schools were often cited as sponsors of students' community service. Moreover, many students reported that they had performed community service for more than one of the agencies or had participated in activities that were under joint sponsorship. Thus, there appears to be an existing

base of community service activity involving college students that can be strengthened by cooperative endeavors involving campuses.

5. Community Service Activities

Participants reported that they typically performed more than one type of community service work during 1988. The tasks performed most often were instruction, fundraising, counseling, recreation, administrative or clerical, and public relations (see Figure 6). Undergraduates were most likely to engage in recreational support, social work, and fundraising activities. Graduate or postbaccalaureate students performed instructional or counseling activities most often.

6. Community Service Time Commitments

For survey respondents who participated in community service, the average number of service hours per week was 9.4 (median number of hours per week was 5). Participants sustained their involvement, on average, for a duration of 6.6 months (median number of months was 6). From these statistics, it is estimated that the average number of hours per year committed to community service by a participant was almost 270 hours. Therefore, a rough estimate of the total number of community service hours performed by CSU students is in the range of 30 million - well in excess of legislative service hour goals.

7. Student Assessment of Community Service Experiences

Students tended to evaluate their community service experience positively. Over 60 percent said that their participation in community service activities helped them to understand their coursework better.

Over half of all participants reported that their community service experience affected their career preparation. Student participants generally felt greater awareness and sensitivity to the problems of others (see Figure 7). Almost without exception, those who provided counseling and instructional services reported greater personal sensitivity to the problems of others. (Almost all responses indicated "some" or "a great deal" of increased sensitivity). Even students less directly involved in human services expressed such sentiments. Over 78 percent of students who performed service that involved computers and 82.3 percent of respondents who indicated that their main function was to provide labor felt that participation in community service enhanced their ability to understand others.

Almost 82 percent of those who performed community service believed that they could have an effect on social problems as a consequence of their participation in public service activities (see Figure 8). The more hours a student committed to community service, the more this belief was enhanced.

8. Summary

Nearly one-third of CSU students participated in some form of community service during 1988 as measured by the community service survey. This student reported participation rate is much higher than the 5 percent estimate reported by administrators in a 1986 study. The 1986 study questioned campus staff about the type and scope of community service programs available to CSU students, and only incidentally about the number of participants.

Community service participants, as portrayed by the survey, tended to be older students taking graduate or postbaccalaureate coursework. The reasons they most often cited for prompting their community service involvement were ethical concerns and personal satisfaction. Nearly two thirds of those who participated indicated that they received no course credit or financial compensation for their service. Largely without material incentive, community service participants provided around 30 million hours of service. From this service, the vast majority of participants reported that community service had a positive effect on their education and generally had reinforced their career goals.

Conclusion

The California State University continues its strong commitment to student community service by sponsoring systemwide and campus Human Corps activities. The systemwide and campus task forces are actively involved in the implementation of the strategies which they proposed for the Human Corps programs.

The results of the recent Survey of Student Participation in Community Service from SNAPS indicate that students in the CSU are availing themselves in increasing numbers of the opportunity to provide service to their community. Such service participation appears as a sharp contrast to the works of writers who focus on the "me" generation and bemoan the lack of community and civic involvement of today's college

students. While the current student participation rate of 31.8% falls below the 100% legislative goal, the total number of community service hours performed by CSU students significantly exceeds the legislative service hour goals for 1993.

The CSU believes that the Human Corps offers exciting and challenging opportunities for students, faculty and staff to serve the community. Each campus has developed unique relationships with community and public agencies. The mission of the CSU is supported and strengthened by the Human Corps program.

Figure 1. Community Service Participation by Student Level

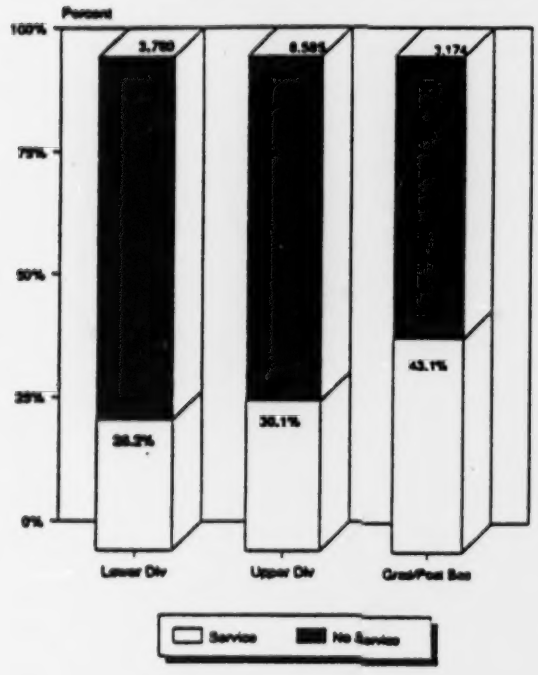


Figure 2. Community Service Participation by Major

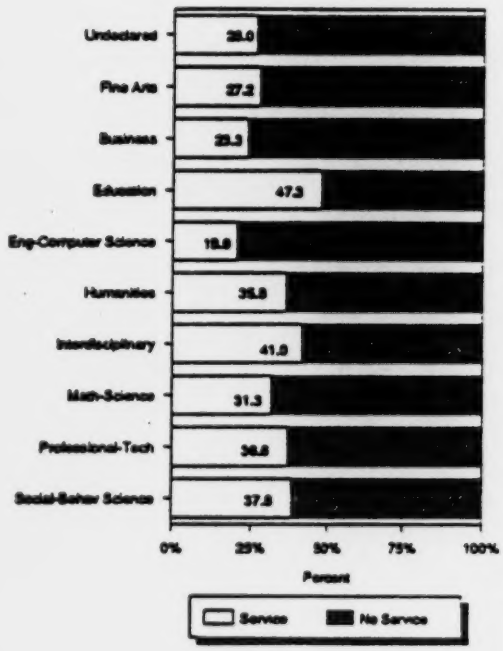


Figure 3. Community Service Participation by Gender

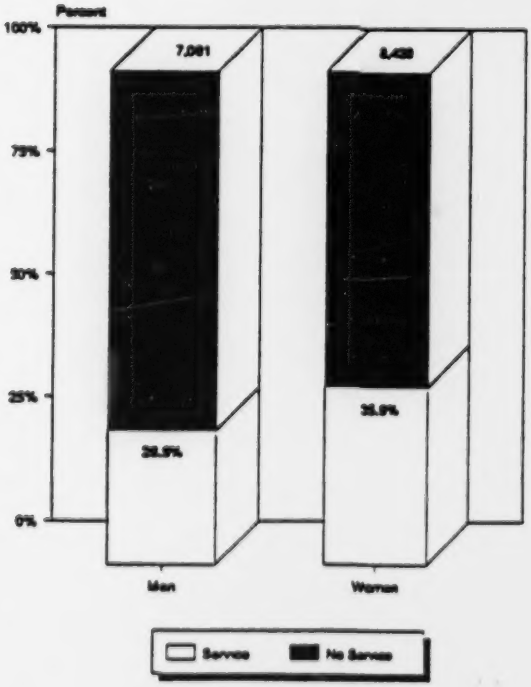


Figure 4. Community Service Participation by Age

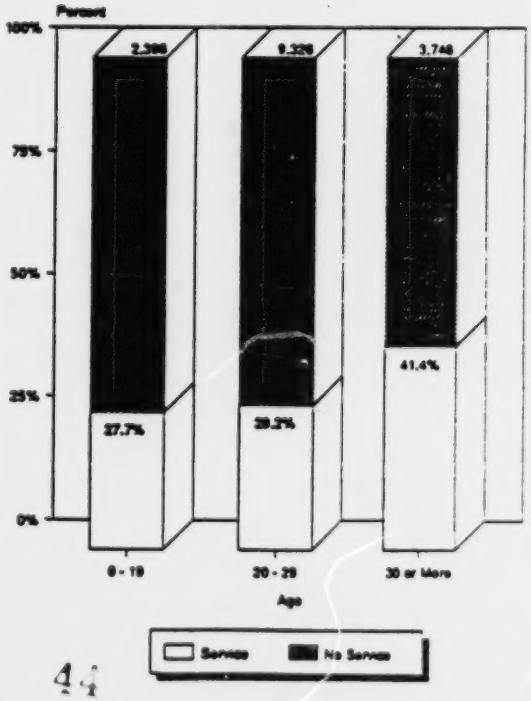


Figure 5. Organization for Which Most Community Service Was Performed

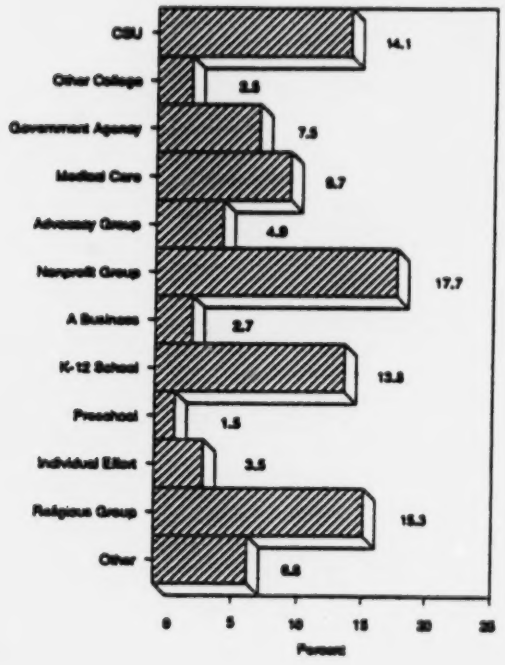


Figure 6. Type of Community Service Performed Most Often

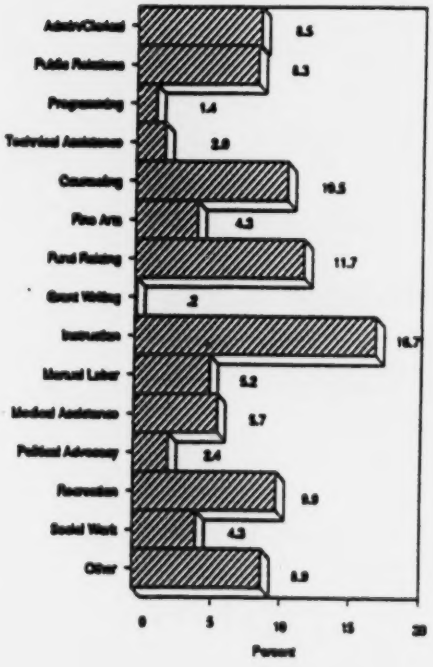


Figure 7. Increased Sensivity to the Problems of Others

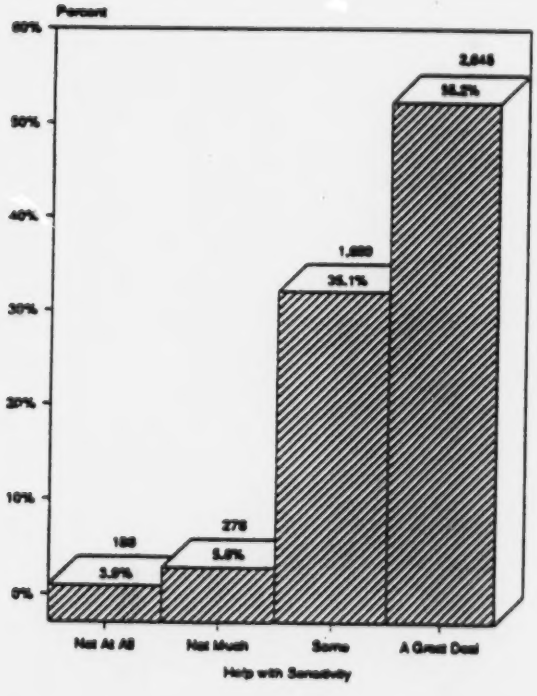
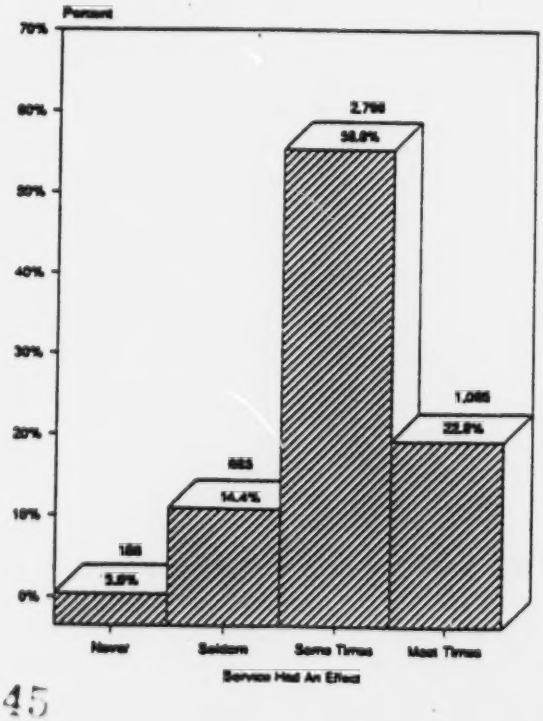


Figure 8. Ability to Have an Effect on Social Problems



Appendix C

University of California Human Corps Program

Fourth Progress Report

December 1989

UNIVERSITY OF CALIFORNIA HUMAN CORPS PROGRAM:

Fourth Progress Report

December 1989

INTRODUCTION

Assembly Bill 1820, chaptered in 1987, created the Human Corps at the University of California and the California State University that encourages students to participate in the program by performing an average of thirty hours of community service work each academic year. The purpose of the Human Corps is "to provide every student with an ongoing opportunity throughout his or her college career to participate in a community service activity." Furthermore, the statute requires the California Postsecondary Education Commission (CPEC) to complete annual reports on the progress that the University of California and the California State University are making to increase student participation in Human Corps (Attachment 1).

Previous reports detailed initial discussions of a central planning group, reviewed the development of campus advisory committees, outlined implementation strategies, highlighted program budgets, and summarized campus efforts to date. This report constitutes the fourth report submitted to the Commission. It describes universitywide and campus Human Corps activities during the 1988-89 academic year including: (1) a description of universitywide support for community service programs; (2) a summary of Human Corps activities at each campus; (3) an analysis of a recent survey of student participation in community service programs; and (4) an overview of campus Human Corps budgets.

I. Universitywide Efforts

The role of the Office of the President is changing as Human Corps programs become established on the University's eight general campuses. Consistent with the philosophy that campuses take the lead in determining those avenues most appropriate to enhance community service participation among their respective students, the Office of the President provided policy direction and administrative support rather than direct program involvement.

During the 1988-89 academic year, the Office of the President reallocated resources to assist campuses in various community service activities. Specifically, the Office of the President contributed funds to help defray expenses both for a Human Corps Student Leadership Conference held in April 1989 and for the student survey conducted for this report. Student Affairs staff

coordinated the design of the survey instrument with representatives from the California State University. The Office of the President continues to provide Human Corps advisory council chairs with information on various sources of extramural funding for community service projects.

II. Summaries of Campus Activity

With campus Human Corps advisory councils named and implementation strategies in place, 1988-89 was the first "operational year" for community service efforts initiated in response to the Human Corps legislation. Activities on some campuses represent an expansion of programs in place prior to this legislation, while projects on other campuses represent entirely new initiatives in community service. The following summaries highlight campus activities.

Berkeley

Cal Corps is the center of student public service activities at Berkeley. A branch of the Student Activities and Services Office, this unit serves as a link between potential student volunteers and more than 200 campus and community service agencies in need of volunteer assistance. Cal Corps' Volunteer Referral Clearinghouse provides volunteer job listings for these agencies, and Clearinghouse interns assist fellow students in identifying placements best suited to their fields of study and interests.

The number of students using the volunteer referral services grew dramatically, tripling from fall to spring semester last year. A new computer software program, called Matchmaker and designed by a graduate student volunteer, helped staff in handling the growth in referrals and facilitated a variety of placements. Examples of specific placements include one student who worked as a mentor at Oakland Technical High School; a student who volunteered at Highland Hospital to gain experience to help him determine whether to pursue a career in medicine; a student who donated her time at the Hunger Action Center; a sorority that made a permanent commitment to working at a local school's day care program; and a group of dormitory students that planted a garden at the Berkeley/Oakland Support Services' transitional home with the home's residents.

In addition to direct placements, Cal Corps supports a range of student outreach efforts and related services. Cal Corps staff, including two new student coordinators, work with the Career Planning and Placement Center on an annual internship directory, participate in the summer orientation programs for new students, publish a campus volunteer newsletter, hold

community service fairs, distribute brochures on volunteerism, and host an awards and recognition ceremony to honor students performing community service works. Cal Corps also has established a course in the School of Social Welfare, complete with fieldwork and academic components, for Clearinghouse interns.

Davis

The Human Corps program at Davis is under the jurisdiction of both the Office of Student Affairs and the Office of Academic Affairs. However, coordinating activities and setting policy is primarily the responsibility of the Human Corps Task Force. The Task Force has developed a policy statement on Human Corps that is to be considered for approval by the Academic Senate during the 1989-90 academic year.

In addition, the Task Force has established an office for the campus Human Corps program. The new office has a graduate student working part-time as the Human Corps Student Community Service Coordinator and student volunteers to assist with program administration. Office staff are working with Matchmaker, the computerized procedure developed at Berkeley for pairing students with community service agencies, and tailoring this computer program to meet the needs of the Davis campus. Staff publish a bi-weekly bulletin listing volunteer opportunities both on- and off-campus that includes internships involving community service.

Irvine

The Office of the Dean of Students oversees all Human Corps programs at Irvine. The campus' Human Corps Council organizes specific activities aimed at meeting overall community service goals established previously. To publicize the Human Corps program and promote student interest in community service, the Council produced and now distributes a brochure on volunteer opportunities on- and off-campus. It coordinates several student projects, including Flying Samaritans, Chicanos for Creative Medicine, quarterly volunteer fairs, and the Cross Cultural Volunteer Program. To encourage involvement of faculty and staff as well, the Council is developing opportunities for these groups to serve as volunteers. It also has authored a Human Corps position statement for consideration by the Academic Senate.

Most students who earn academic credit for community service activities work through the Ecology Field Study Program and the Student Health Center Volunteer Program. The latter places volunteers in campus hospitals, local clinics,

community retirement homes, the American Cancer Society, the American Heart Association, and other health organizations. In addition, many students perform community service on a strictly volunteer basis for the homeless, elderly, and disabled.

Los Angeles

Community service activities occur throughout UCLA in a variety of units:

- The Community Resource Center (UCRC), a Student Affairs Unit established in 1988, coordinates and promotes service activities on campus, serving as a placement center and information clearinghouse on numerous community service opportunities. The center's Service Spectrum recruits and places student, staff, and faculty volunteers in projects dealing with hunger, homelessness, child abuse, environment, health care, literacy, drug/alcohol abuse, crime, and legal aid. It recruited and placed 175 students, 20 staff, and three faculty volunteers during 1988-89.

- The Extramural Programs and Opportunities Center (EXPO), another Student Affairs unit, places students in public service internships in Los Angeles, Sacramento, San Francisco, New York, and Washington, D.C. EXPO placed 229 students last year.

- The Community Programs Office, the third Student Affairs unit involved in community service efforts, operates 18 service projects, including new initiatives working with Latino youth. During 1988-89, 530 students participated in projects sponsored by this office.

- Field Studies Development, in Academic Administration, works with various academic departments in developing courses which focus on the study of social needs and the performance of community service. With the support of a Campus Compact grant, ten additional courses were created during the 1987-88 academic year. Students generated an average of 8,000 hours of service each quarter during 1988-89 while studying related community and social issues.

- The Community Service Commission, part of the Undergraduate Student Association, involves undergraduates in several student directed projects addressing a broad range of issues, populations, and community needs. A total of 1700 undergraduates were active in Commission projects during 1988-89.

Riverside

The Riverside Human Corps program, part of the Campus Activities Office, is implementing its Expansion Plan. In accordance with the plan, the Human Corps Advisory Board has hired a Program Director, who, in conjunction with the Advisory Board, organizes, coordinates, or assists with several activities: a Help Line for students to call in for advice and information regarding social, academic, personal, or family problems; a safe ride program which allows students to call in and request rides when they feel in danger because of alcohol abuse by themselves or others; fall and spring computer tutorial programs at Sherman Indian High School; and two Human Corps awards for outstanding community service.

In addition to these activities, the campus has a new Human Corps Community Service Council. The Council consists of representatives of many UCR student organizations that commit themselves to working on at least two community service projects per quarter. Members meet each week for progress reports on various activities.

San Diego

The Volunteer Connection continues to be the focal point for increasing student participation in community service. This organization provides a listing of 250 agencies at which students may volunteer. In addition to maintaining these listings and offering related services, staff at the Volunteer Connection Office initiated a new program during 1988-89 called Active Students for Kids (ASK). This program brings together UCSD students and at-risk elementary school pupils from predominantly low income areas. Student volunteers tutor the children two hours each week. Also, the Volunteer Connection has developed a Learning Resource Center that provides: (a) materials to help tutors relate to at-risk children, and (b) information for tutors on instructional techniques. A new position created last year, Director of Special Student Programs and Services, assists with the many services provided by the Volunteer Connection and other community service efforts. These Human Corps activities are all in the Student Programs and Facilities division, under the purview of the Vice Chancellor for Undergraduate Affairs.

The San Diego campus remains an active member of the San Diego Committee for University Community Service. A consortium of community agencies and five local colleges and universities, the Committee seeks to increase student awareness of public service opportunities.

Santa Barbara

The Community Affairs Board (CAB) is the primary vehicle for implementing directives of the Human Corps legislation at Santa Barbara. Part of the Associated Students, CAB is a student-run organization that operates 16 projects providing a variety of volunteer opportunities. CAB projects include: a Best Buddy youth program for students and local children; volunteer work helping disabled children ride horses at the Santa Barbara Therapeutic Riding Academy; assistance with the local Special Olympics; career-oriented experience for pre-law and pre-med students; projects pairing students and senior citizens to enjoy social activities together; counseling services for alchol/drug abuse, rape, emergencies, family planning; and a "Let Isla Vista Eat" (LIVE) hunger program. CAB also maintains a Volunteer Reserve Corps. Corp members names are kept on file and made available to all project directors for help with special events.

The Department of Chicano Studies operates a special program involving community service work. Through work-study arrangements, the department annually employs 20 students who are children of migrant workers to act as tutors, peer counselors, and role models for local high school students who are also children of migrant workers.

Santa Cruz

Santa Cruz students currently volunteer at a variety of organizations, including local schools, health services, social welfare agencies, and environmental protection groups. In accordance with its Human Corps implementation plan, the campus has created a new Civic Action Programs (CAP) Office, staffed by two student coordinators who report to the Campus Activities Office under the Assistant Vice Chancellor for Student Services. CAP is working to expand contacts with agencies in need of volunteer assistance and to develop a process for matching students with interested agencies. Before receiving any student volunteers, organizations must complete an information sheet and be approved by the Public Service (Human Corps) Advisory Committee. Those approved are added to the campus public service register.

In addition to CAP, Santa Cruz students participate in community service through field programs housed in five academic units. The field programs offer both credit and non-credit placements and had a total of 836 placements during 1988-89.

III. Survey

Consistent with an agreement between CPEC, the University of California, and the California State University, the two segments reported 1986 data on student participation in community service activities at the inception of the Human Corps program. That agreement also requires the segments to assess student participation for their 1989, 1991, and 1993 reports.

Staff from the segments cooperated in developing the survey instrument for this progress report. It was felt that the survey would constitute a pilot test with questions exploring the types of information most pertinent to assessment of student participation in community service activities. Experience gained from this pilot is to shape future survey methods and instruments.

Students in each system were asked a similar set of core questions. The 10 core questions asked by each University of California campus were nearly identical (Attachment 2). Responses to these questions concern:

- the rate of student participation in community service activities during the 1988 calendar year;
- characteristics of community service work for those who participated;
- the agencies and settings in which students worked;
- the type of work students performed;
- the amount of time each student devoted to community service; and
- the motivations for performing service.

Additional questions were formulated by each campus in order to gather information for programming purposes. All campuses surveyed students by mail. The response rates for the eight campuses varied with the average campus response rate at approximately 33 percent. The universitywide response rate was 26 percent.

Rate of Student Participation in Community Service Activities. Survey results indicate that, among respondents, the universitywide rate of student participation in community service activities was approximately 54 percent for 1988. That is, slightly more than half of the respondents performed some type of community service work that year. This figure represents a substantial increase over the 18 percent participation rate estimated in 1986 at the outset of the Human Corps program.

While at first review it may appear that, as was the intent of the legislation, Human Corps programs on each campus appear to have prompted greater numbers of students to participate in community service activities, two technical factors related to the surveys also could account for part of the 36 percentage point increase between the 1986 and 1988 rates:

1) The definition of "community service" used in the recent survey was broader than that used in the 1986 study (Attachment 3). The earlier estimate may have underreported the actual rate of student participation because of the more narrow definition.

2) The methods used for the initial survey were not uniform among campuses and are different from those used in the recent survey. These methodological differences preclude direct comparison of the surveys' respective participation rates.

Given these considerations, it is important to note that a participation rate of 54 percent reflects the amount of community service involvement of <u>respondents</u>, rather than the rate of student participation universitywide. Accordingly, this figure should be viewed as a general indicator of increased student participation in community service over time, rather than as a precise measure or baseline for comparing future rates.

<u>Description of Community Service Agencies</u>. Respondents worked at a wide range of organizations with campuses serving between 60 and 240 agencies each. The types of entities served included:

- health and mental health organizations, including drug and alcohol abuse centers;
- social welfare agencies;
- government/public agencies, including police departments;
- organizations offering legal or personal counseling;
- senior citizen and youth groups;
- facilities serving special populations, including prisons, schools for the developmentally or physically disabled, shelters for the homeless or battered women, and soup kitchens; and
- miscellaneous community organizations such as museums and recreation centers.

When asked at which type of agencies they performed community service, respondents most often cited their respective campuses, local schools, medical facilities, private nonprofit organizations, and religious institutions.

Types of Service. Overall, the highest percentages of community service participants on each campus were involved in instruction, fundraising, counseling, community/public relations, and recreation activities. Because many students perform more than one service activity, five campuses asked which activity participants performed most. Respondents indicated that most of their service time was devoted to instruction/tutoring, with fundraising second. Relatively few students on any of the campuses reported being involved in grant writing, consulting, computer operations or programming, or providing technical assistance.

Time Devoted to Community Service. Though campus questions on this topic varied slightly, two patterns emerge from the data available. The percentage of students participating in community service activities remained relatively constant throughout 1988, though decreased during the summer months. The average number of hours devoted to community service work (approximately 18 hours per student per month) also remained relatively constant throughout the academic year, though increased substantially during the summer. In short, fewer students worked more hours in the summer. It is likely that many students need to earn money over the summer and, with relatively few paid opportunities in community service, the number of students performing community service work drops. Those students who do not need to work over the summer and do not attend summer session have additional time to devote to community service.

Motivations. Respondents rated the importance of various reasons for performing community service on a five-point scale with 1 being "very important" and 5 being "not important." Their responses yielded the most clear cut patterns of any question asked in the survey.

On seven campuses, respondents identified "beliefs/convictions/principles" and "personal reasons" as being the most important motivations for participating in community service. The eighth campus respondents cited the "beliefs" category and "sense of social responsibility" as the two most important factors. Those reasons which scored as the least important for performing community service were "financial reward" and "fulfilling a course requirement." Respondents at all eight campuses gave these motives an average of 3.8 or below. The ratings for other factors--sense of social responsibility, commitment to the welfare/rights of others, interest in civic affairs, career preparation/advancement--clustered together without any one factor conclusively reported as more important than another.

The ratings for those factors shown to be most and least important reflect patterns found in answers to related questions. For example, a relatively small proportion of respondents from the eight campuses reported doing any part of their community service work for academic credit (9 to 27 percent) or for pay (25 to 36 percent). Conversely, a relatively large proportion of

respondents (between 52 to 100 percent for each campus) reported part of their community service work was done as a volunteer without pay or academic credit.

Survey Conclusions. The survey reveals that campus Human Corps programs generally may have increased student participation in community service activities without additional incentives such as pay, credit or a graduation requirement. Students participate in public service work in a variety of capacities for a wide range of agencies, providing both direct support to disadvantaged populations as well as indirect support to these populations through service organizations. Moreover, the reasons motivating current participants to serve their communities appear consistent with the spirit of volunteerism implicit in the Human Corps legislation. What remains to be learned in future assessments are the factors that will motivate students who are not active in community service to become involved.

IV. FUNDING

For this report, campuses submitted their operating budgets for Human Corps activities during 1988-89. It should be noted that budgets reported are only incremental budgets for the past academic year and do not reflect: (1) the true cost of a fully-operational Human Corps program on each campus, or (2) the actual cost of providing community service opportunities to students by campus programs established prior to the passage of the Human Corps legislation. For example, student participation in courses with internships or community service fieldwork are reported as part of universitywide Human Corps activities. However, the costs borne by the academic departments are not reported. A table summary of campus incremental budgets is included in this report (Attachment 4).

Lack of adequate funding for Human Corps remains a major concern for the University. Absent additional state resources, the campuses have instituted community service activities by reallocating existing resources and, in some cases, by seeking extramural funding from federal, state, and/or private agencies. Though several campuses have sought extramural funding, only two campuses succeeded in obtaining grants to support a portion of their Human Corps activities:

- Berkeley secured a $10,000 grant from Campus Compact to assist with funding for staff, travel, workshops/ orientations, evaluation, and additional promotional and recruitment efforts. The University provided $10,000 in matching funds.

- UCLA received a $10,000 Action Grant for programs in Field Studies Development. In addition, instructional improvement grants of approximately $7,000 were made available in Field Studies to pilot new service learning courses.

Assembly Bill 1820 (Vasconcellos, 1987)

Assembly Bill No. 1820

CHAPTER 1245

An act to add Chapter 2 (commencing with Section 99100) to Part 65 of Title 3 of the Education Code, relating to postsecondary education, and making an appropriation therefor.

[Approved by Governor September 27, 1987. Filed with Secretary of State September 27, 1987.]

I am deleting the $240,000 appropriation contained in proposed Education Code Section 99106 contained in Assembly Bill No. 1820.

This bill would create the Human Corps within the University of California and the California State University, and would encourage students to participate in the Human Corps by providing an average of 30 hours of community service in each academic year.

Both the University of California and the California State University have ongoing student volunteer community service activities. The administrative structure is in place to accommodate activities proposed by this bill. No additional funds are required.

With this deletion, I approve Assembly Bill No. 1820.

GEORGE DEUKMEJIAN, Governor

LEGISLATIVE COUNSEL'S DIGEST

AB 1820, Vasconcellos. Postsecondary education: Human Corps.

Existing law does not require college students to participate in community activities.

This bill would create the Human Corps within the University of California and the California State University, and would encourage students to participate in the Human Corps by providing an average of 30 hours of community service in each academic year, as specified.

This bill would require the California Postsecondary Education Commission to annually, by March 31, conduct progress reports on student participation in the Human Corps, as specified.

This bill would require the commission to conduct a comprehensive evaluation by March 31, 1994, as specified.

This bill would require that all progress reports and the comprehensive evaluation be submitted to the appropriate fiscal and policy committees of the Legislature.

The bill would appropriate $70,000 to the University of California and $170,000 to the California State University for its purposes, as specified.

Appropriation: yes.

The people of the State of California do enact as follows:

SECTION 1. Chapter 2 (commencing with Section 99100) is added to Part 65 of Title 3 of the Education Code, to read:

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CHAPTER 2. HUMAN CORPS

99100. (a) The Legislature finds and declares all of the following:

(1) California students have a long and rich tradition of participation in community service which should be recognized, commended, and expanded.

(2) There is a growing national consensus that student participation in community services enhances the undergraduate experience.

(3) Student community service is an activity of extreme importance to the mission of the university and deserves to be conducted both for academic credit and otherwise.

(4) The state's postsecondary educational institutions are charged to maintain a tradition of public service as well as teaching and research.

(5) Access to the privilege of attending the university is made possible for many by our state's tradition of keeping fees and tuition low.

(6) Practical learning experiences in the real world are valuable for the development of a student's sense of self, skills, and education.

(7) Our state faces enormous unmet human needs and social challenges including undereducated children, increasing illiteracy and teenage parenting, environmental contamination, homelessness, school dropouts, and growing needs for elder care.

(8) The state's ability to face these challenges requires policymakers to find creative and cost-effective solutions including increased efforts for community and student public service.

(9) The Legislature and the State of California provide substantial incentives and subsidies for its citizens to attend the state's postsecondary education institutions, public and private, which are among the finest in the world.

(10) Current volunteer efforts conducted by community organizations reach only a fraction of the need. The need for public service is great because private, state, and federal funding are insufficient to pay for all the social services needed.

(11) Existing community service efforts have successfully demonstrated that participation in public service is of mutual benefit to participating students and the recipients of their services.

(b) It is the intent of the Legislature in enacting this article to do all of the following:

(1) Complete the college experience by providing students an opportunity to develop themselves and their skills in real-world learning experiences.

(2) To help nurture a sense of human community and social responsibility in our college students.

(3) Invite the fullest possible cooperation between postsecondary education institutions, schools, public, private, and nonprofit agencies, and philanthropies to plan, fund, and implement expanded

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opportunities for student participation in community life through public service in organized programs.

(4). To substantially increase college student participation in community services by June 30, 1993, with the ultimate goal of 100 percent participation.

99101. There is hereby created a program known as The Human Corps within the University of California and the California State University. The California Community Colleges, proprietary schools, and member institutions of the Association of Independent California Colleges and Universities are strongly encouraged to implement Human Corps programs. The purpose of the corps is to provide every student an ongoing opportunity throughout his or her college career to participate in a community service activity. Toward this goal, beginning in the fall term in 1988, full-time students, including both undergraduate and graduate students, entering the University of California, the California State University, or an institution that is a member of the Association of Independent California Colleges and Universities to pursue a degree shall be strongly encouraged and expected, although not required, to participate in the Human Corps by providing an average of 30 hours of community service in each academic year. The segments shall determine how to encourage and monitor student participation. The segments are strongly encouraged to develop flexible programs that permit the widest possible student involvement, including participation by part-time students and others for whom participation may be difficult due to financial, academic, personal, or other considerations.

99102. For the purposes of this article, community service shall be defined as work or service performed by students either voluntarily or for some form of compensation or academic credit through nonprofit, governmental, and community-based organizations, schools, or college campuses. In general, the work or service should be designed to provide direct experience with people or project planning, and should have the goal of improving the quality of life for the community. Eligible activities may include, but are not limited to, tutoring, literacy training, neighborhood improvement, increasing environmental safety, assisting the elderly or disabled, and providing mental health care, particularly for disadvantaged or low-income residents.

In developing community service programs, campuses shall emphasize efforts which can most effectively use the skills of students such as tutoring programs or literacy programs.

99103. There are hereby created Human Corps task forces in each segment, which shall be established on each campus by March 1, 1988. Community colleges and member institutions of the Association of Independent California Colleges and Universities are strongly encouraged to establish task forces for the purposes set forth in this section. Each task force shall be composed of students, faculty,

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and campus administration. Each task force also shall include community representatives from groups such as schools, local businesses and government, nonprofit associations, social service agencies, and philanthropies. Each task force shall reflect the ethnic and racial diversity of the institution and the surrounding community. The purpose of the task forces is to strengthen and coordinate existing oncampus and external community service opportunities, expand and make new service opportunities available, promote the Human Corps to make students, community groups, faculty, employment recruiters, and administrators aware of the service expectation, and develop rules and guidelines for the program.

In conducting their charges, campus task forces should develop an implementation strategy which includes but is not limited to, the following, by July 1, 1988:

(a) A survey of the existing level of student participation including number of students, amount of time allocated, sources, and amounts of funds for activities and types of agencies participating.

(b) A plan to substantially expand student participation in community service by June 30, 1993.

(c) Criteria for determining what activities reasonably qualify as community service.

(d) Criteria to determine which community agency and campus programs have the training, management, and fiscal resources, and a track record or potential for success in addressing social needs and can reasonably use additional student assistance to administer their programs.

(e) A statement regarding the institution's commitment to community service to be included in application and orientation materials to communicate the expectation for student participation in community service.

(f) A statement that each campus has examined, in close consultation with the faculty, how student community service may be implemented to complement the academic program, including a determination of whether and how Human Corps programs may be offered for academic credit.

(g) A budget which identifies the staff and funding resources needed on each campus to implement this Human Corps.

99104. It is the intent of the Legislature that segments maximize the use of existing resources to implement the Human Corps. This responsibility includes seeking the resources of the private and independent sectors, philanthropies, and the federal government to supplement state support for Human Corps programs. The Legislature intends that the funds appropriated for purposes of this chapter to the Regents of the University of California and the Trustees of the California State University be used to offset some of the costs of developing the Human Corps. The segmental and campus Human Corps Task Forces shall jointly determine how those

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funds are used. It is the further intent of the Legislature that funds be allocated competitively for programs and not on a pro rata basis for each campus. Preference in funding should be given to strengthen and expand exemplary efforts to implement the Human Corps and to stimulate new efforts on campuses where the establishment of student community service programs has been limited.

Campuses may develop numerous approaches to implement the Human Corps on each campus. Activities eligible for funding may include a wide variety of incentives for student participation such as:

(a) Recognition programs.

(b) Fellowships.

(c) Awareness programs.

(d) Periodic conferences for students and community organizations.

(e) Transportation costs.

(f) Matching grants.

(g) Intersegmental programs.

99105. The California Postsecondary Education Commission annually, by March 31, shall conduct reports on the progress that the University of California and the California State University are making to substantially increase student participation in the Human Corps. By March 31, 1994, the commission shall conduct a comprehensive evaluation which shall include, but not be limited to, the following:

(a) The number of students who completed participation in the Human Corps by academic area (humanities, social services) and academic level (freshman, sophomore, etc.).

(b) The number of students who volunteered, or received pay or academic credit for service.

(c) An inventory of the types of community agencies which participated and the types of opportunities they provided.

(d) An inventory of the types of incentives for student participation offered by campuses including awards, grants, and training.

(e) The number of courses related to Human Corps programs.

(f) The number of staff and sources of funding provided to the Human Corps on each campus.

(g) A survey of participating agencies to determine whether the addition of student resources enhanced their program.

(h) The number of community colleges which participated in the Human Corps.

(i) Recommendations for continuation of the Human Corps including a recommendation whether a mandatory program should be established to the extent that community service programs failed to produce a substantial increase in student participation in the Human Corps. It is the intent of the Legislature to provide funding for the evaluation.

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(j) The commission shall convene a meeting of representatives from the University of California and the California State University to determine the appropriate data requirements for the progress reports and the comprehensive evaluation. All progress reports and the comprehensive evaluation shall be submitted to the appropriate fiscal and policy committees of the Legislature.

99106. The sum of seventy thousand dollars ($70,000) is hereby appropriated from the General Fund to the Regents of the University of California and one hundred seventy thousand dollars ($170,000) to the Trustees of the California State University for the purposes of this chapter in the 1987–88 fiscal year. Future funding shall be contingent upon Budget Act appropriations. No provision of this article shall apply to the University of California unless the Regents of the University of California, by resolution, make that provision applicable.

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TEN CORE SURVEY QUESTIONS

SECTION I: *Community Service Activities*

1. Did you perform any community service in 1988?

54% ☐ Yes ——→ Go to question 2

46% ☐ No ——→ Go to question 11

2. At which types of agencies did you perform community service during 1988? (Check all that apply)

42% ☐ a. This campus
5% ☐ b. Some other college or university campus
10% ☐ c. Government agency (local, state or federal; non-medical)
19% ☐ d. Medical care facilities (e.g., hospitals, nursing homes, hospices, etc.; profit or non-profit)
10% ☐ e. Advocacy groups (e.g., Sierra Club, Mexican-American Legal Defense Fund, League of Women Voters)
28% ☐ f. Private non-profit organization (e.g., charities, Parents United, United Way)
7% ☐ g. Private profit organization (e.g., businesses)
23% ☐ h. Public or private school (kindergarten through 12th grade)
3% ☐ i. Public or private preschool (e.g., Operation Headstart)
17% ☐ j. Individual effort, not sponsored by any agency (e.g., private tutoring)
23% ☐ k. Religious institution (e.g., church, synagogue, church-sponsored soup kitchen)
10% ☐ l. Other (please specify)_____

3. At which one of these agencies did you perform most of your service? Enter the letter of that agency from question 2 above.

[a]

4. Which types of community service work did you perform during 1988? (Check all that apply)

9% ☐ a. Administrative
18% ☐ b. Clerical
25% ☐ c. Community or public relations
7% ☐ d. Computer operations or programming
5% ☐ e. Consulting
6% ☐ f. Technical assistance
22% ☐ g. Counseling or advising
10% ☐ h. Fine arts activities
35% ☐ i. Fund raising
2% ☐ j. Grant writing
29% ☐ k. Instruction or tutoring (other than health education)
18% ☐ l. Manual labor
13% ☐ m. Medical assistance or health education
13% ☐ n. Political advocacy
26% ☐ o. Recreation activities
16% ☐ p. Social work
10% ☐ q. Other (please specify)_____

5. What one type of service did you do most? Enter the letter of that type of service from question 4 above.

[k]

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6. We would like to know <u>when</u> during the 1988 year students performed community service. <u>For each month, please enter the approximate number of hours of community service you performed</u>. Enter "NA" for those months when you were not involved in community service activities.

19	January	21	April	44	July	23	October
19	February	21	May	40	August	23	November
19	March	28	June	30	September	22	December

7. Did you perform any of your community service as a volunteer (without pay or academic credit)?

83% ☐ Yes ——> About what percent was done as a volunteer? 81 %
17% ☐ No

8. Were you paid for any of your community service?

32% ☐ Yes ——> Average amount per month $ 220
Form of Payment: ☐ Salary ☐ Expense reimbursement ☐ Grant

68% ☐ No

9. Was any of your community service in partial fulfillment of an academic course. (e.g., internship, fieldwork, practicum, co-op/ed)

17% ☐ Yes ——> List department and subject area: –

82% ☐ No

SECTION II: *Personal*

10. Following is a list of reasons or motivations expressed by some for performing community service. On a scale of 1 to 5 as follows:

1	2	3	4	5
Very Important		Important		Not Important

please rate, by entering the number in the space provided, the importance of <u>each</u> reason as a factor influencing your involvement in community service.

4.4 Financial reward
2.1 Beliefs, convictions, or principles (moral, philosophical, religious, political)
2.8 Career preparation or advancement
3.2 Interest in civic affairs
2.4 Sense of social responsibility
2.8 Commitment to protecting the rights and welfare of others
4.3 Course requirement
2.3 Personal reasons
– Other (please specify) _____

* Figures not included as payment breakdown was reported by only three campuses.

UNIVERSITY OF CALIFORNIA
SURVEY OF STUDENT COMMUNITY SERVICE ACTIVITIES
Winter Quarter/Spring Semester 1989

Community Service is defined as all human and social services activities that contribute to improving the quality of community life. Community service may be performed by individuals through nonprofit organizations, the campus, governmental and community based organizations, or businesses and may be work done as a volunteer, or for pay or academic credit. Listed below are examples of community service activities.

EXAMPLES OF COMMUNITY SERVICE

This list is only a small sample of the many kinds of community service people perform. If you are unsure whether work you have done meets this definition, call your campus representative at the number listed in the attached cover letter.

1. ***Consulting*** or technical assistance for farming projects, engineering projects (Peace Corps), information systems, automation, small business operations involving the disadvantaged or disabled.

2. ***Consumer Affairs***—product safety projects, media campaigns regarding consumer issues.

3. ***Education***—Tutoring, literacy programs, health education, enrichment programs for disadvantaged or disabled populations, museum work, libraries.

4. ***Environmental affairs*** projects, education or information dissemination—energy conservation, wildlife and wilderness preservation.

5. ***Financial/Legal counseling*** for disadvantaged or disabled populations.

6. ***Fundraising*** activities for charitable groups or nonprofit organizations (social service agencies).

7. ***Health Care***—includes health education and research, delivery of medical services, family planning counseling, mental health services.

8. ***Political action***—participation in activities leading to the drafting or enactment of legislation that impacts on social problems (affirmative action issues, environmental concerns, consumer rights, civil rights).

9. ***Public interest***—citizen advocacy and information dissemination on public policies and governmental practices.

10. ***Recreation*** or leisure time activities—conducting recreational activities for people who are mentally disabled, developmentally disabled, physically disabled, or elderly; organizing or participating in performing arts presentations for needy populations.

11. ***Research*** activities—projects involved with social sciences, physical sciences, biological sciences or economics.

12. ***Social or human services***—housing, immigration assistance, child care assistance, role modeling (Big Brother/Sisters), interpersonal support (visits to nursing homes), seniors programs, outreach programs, community organization efforts.

13. ***Voluntary contributions*** of time to charitable groups, fraternal groups or service clubs in support of charitable endeavors.

ATTACHMENT 4

UNIVERSITY OF CALIFORNIA

Incremental Operating Budgets for the
1988-1989 Campus Human Corps Programs

Campus	Incremental Budget
Berkeley	$ 25,500
Davis	11,000
Irvine	4,541
Los Angeles	291,557
Riverside	15,415
San Diego	15,034
Santa Barbara	113,150
Santa Cruz	9,982
SUB-TOTAL (Campus Budgets)	$486,179
Office of the President	15,000
TOTAL	$501,179

UNIVERSITY OF CALIFORNIA

1989 HUMAN CORPS SURVEY

DATA SUMMARY

I. INTRODUCTION

A self-administered questionnaire was mailed to a randomly selected sample of students at the University of California's eight general campuses in the spring of 1989. Data represents community service activities in the 1988 calendar year. Of the 10,107 questionnaires mailed, 26.4% (2,672) were returned and form the basis for this report. Each campus was supplied with 10 core questions to be included in the survey. Some campuses modified the questionnaire to include questions of special interest to that campus, and all provided information on the data elements agreed to by the California Postsecondary Education Commission (CPEC) and the University of California.

METHODOLOGY

As noted, this report is based on data obtained from a self-administered questionnaire mailed to a random sample of University of California students. This methodology differs from that of the California State University (CSU) study, where students were surveyed in class as part of a larger study of the CSU student population. Although somewhat different techniques have been utilized, both studies have collected information by asking students about their community service participation via a self-administered questionnaire. In addition, both studies are surveys of students where respondents' answers constitute the data to be analyzed. Accordingly, comparable inferences can be made about both University of California and California State University students.

There are many data collection and measurement techniques that yield quantitative descriptions of a study population. The findings of this study of University of California student involvement in community service utilized a self-administered mail questionnaire. This methodology was adopted for its ability to reach a widely dispersed student population with a minimum of cost. In addition, the nature of a self-administered questionnaire--its standardized wording, its standardized order of questions, its standardized instructions for recording responses, and its anonymity--ensures uniformity from one measurement situation to another. From a social scientific point of view, the self-administered mail questionnaire research instrument yields valid and reliable information about a wide variety of study populations.

II. DEMOGRAPHIC PORTRAIT OF PARTICIPANTS AND NON-PARTICIPANTS

AGE AND GENDER

Information about gender, age, and class level is summarized in Table 1. The average age of participants and non-participants in community service is 21.7 years. University students participating in community service activities differ somewhat from the general undergraduate population with respect to gender (Figure 1). More than 60% of the participants are female, compared with 48.6% of the general undergraduate population. The percentage of females among non-participants is 56.4%, which is also higher than that of the general undergraduate population, suggesting that females were more likely than males to have responded to the questionnaire.

CLASS LEVEL AND MAJOR

There are no substantial differences between non-participants, participants, and the general undergraduate student population with respect to lower or upper division standing, as shown in Table 1 and Figure 2. There are differences between participant and non-participant groups with respect to major, as shown in Table 2. Majors have been grouped into five general categories. Students in engineering are less likely to be participants than those in other majors.

ETHNICITY

The proportion of students of color among respondents is slightly lower than that for the general undergraduate population as shown in Table 3. Overall, 28.4% of the participants and 32.1% of the non-participants are members of ethnic minority groups, compared with 37.8% of the general undergraduate population.

EMPLOYMENT STATUS AND FINANCIAL NEED

There is no difference between participants and non-participants with respect to employment status (Table 4). Approximately 80% of all respondents worked in 1988. Nor was receipt of financial aid significantly different for participants and non-participants, as shown in Table 4.

EXTRACURRICULAR ACTIVITIES

Of those responding, 77% of participants were involved in some form of extracurricular activity compared to only 57% of non-participants. Six campuses provided information on students' participation by type of extracurricular activity. The relationship of this activity to participation in community service programs is presented in Table 5. The most striking feature of this table is that students who are involved in extracurricular activities, regardless of the nature of that activity, may be more likely to be participants in community service programs than are those not involved in extracurricular activities.

Examining community service participants separately, we find that nearly three-quarters of students involved in community service were affiliated with fraternities and sororities, residence hall programs, student government, or special interest groups. In contrast, approximately one-third of students without organizational affiliation participated in community service activities. This data clearly suggests a very strong relationship between community service participation and students' extracurricular involvement.

III. THE NATURE OF PARTICIPATION

The survey included several questions directed specifically to participants about the nature of their involvement.

REASONS FOR PARTICIPATION

Participants were asked to rate each item on a list of possible motivating factors for participation in community service on a scale of 1 (Very Important) to 5 (Not Very Important). The average score for each factor is shown in rank order in Table 6. "Beliefs, Convictions, and Principles" was rated important or very important by a large number of participants, followed in the ranking by "Personal Reasons," and a "Sense of Social Responsibility." The two motivating factors that were ranked least important were "Course Requirement," and "Financial Reward."

TYPE OF ORGANIZATION AND SERVICE PERFORMED

Participants were asked about the types of organization in which they performed community service, and about the nature of the activities in which they participated. The responses are presented in Figures 4 and 5. Since students often participated at more than one organization and performed many different kinds of service, the totals add to more than 100%. Campus organizations were the ones mentioned most frequently, followed by private non-profit groups. Public or private schools and religious organizations tied for third place. With respect to the kinds of service performed, fund-raising was cited most often, with instruction and tutoring, recreation activities, and community and public relations not far behind.

IV. FUTURE STUDIES

On a pilot basis, two campuses, Davis and Los Angeles, collected additional data and provided comments on their findings that are helpful in guiding future research in this area.

THE EFFECTS OF PARTICIPATION

One of the additional questions asked concerned the participants' assessment of the effect community service had on their lives. Four themes appeared repeatedly in answer to this question:

- participation helped to clarify career goals, either by reaffirming choices already made, or by causing a reassessment and reorientation of these plans;
- participants felt that their involvement had broadened their experience and their social involvement in positive and beneficial ways;
- participants felt that their involvement had broadened and deepened their self-knowledge; and
- participants stated that in serving others they had developed a greater sense of their own self-worth, that helping others made them feel good about themselves.

REASONS FOR NON-PARTICIPATION

Table 9 shows the responses of non-participants at the Los Angeles campus who were asked about their reasons for non-participation. The majority cited reasons having to do with lack of time, but 32.6% said they were not sure how to become involved and another 20.9% said they lacked the support and encouragement to do so. Further efforts to publicize community service activities, and outreach to students should find an interested audience.

ENCOURAGING CONTINUED PARTICIPATION

Answers provided by freshmen to questions about participation in human service programs pertain to the students' experiences in high school as well as their experience in college. It is evident from the data that the freshman population already contains a substantial group who are familiar with and committed to involvement in community service. This factor further strengthens the conviction that improved outreach efforts, some specifically targeted toward freshmen, should increase participation in Human Corps activities.

Further investigation of the general reasons for non-participation in both campus extracurricular activities and community service activities may also prove useful in helping to increase participation in Human Corps programs. Information gathered in these pilot surveys will help the University plan future outreach and recruitment efforts for community services programs.

Table 1

Community Service Involvement at the University of California:
Selected Characteristics of Students

CHARACTERISTIC	SURVEY RESPONDENTS Non-participants	Participants	ALL STUDENTS (Systemwide)
TOTAL	44.2%	55.8%	
GENDER			
Male	43.6%	38.5%	51.4%
Female	56.4%	61.5%	48.6%
AGE			
Average Age	21.7	21.7	N.A.
CLASS LEVEL			
Lower Division	41.2%	44.0%	45.2%
Upper Division	58.8%	56.0%	54.8%

Table 2

Community Service Involvement at the University of California:
Academic Major

ACADEMIC MAJOR	NON-PARTICIPANTS	PARTICIPANTS
Engineering	10.8%	5.1%
Social Sciences	41.3%	42.6%
Humanities	15.0%	16.2%
Natural & Physical Sciences	21.3%	24.9%
Undeclared	12.1%	11.9%

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Table 3

Community Service Involvement at the University of California:
Ethnicity

ETHNICITY	SURVEY RESPONDENTS Non-participants	Participants	ALL STUDENTS (Systemwide)
American Indian	0.8%	0.6%	0.8%
Asian	18.2%	16.5%	19.2%
Black	2.3%	1.9%	4.6%
Chicano/Latino	8.0%	7.3%	9.8%
Filipino	2.7%	2.1%	3.4%
White	62.7%	65.1%	58.9%
Other/Decline to State	5.3%	6.6%	3.2%

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Table 4

Community Service at the University of California:
Employment Status

	SURVEY RESPONDENTS Non-participants	Participants	ALL STUDENTS (Systemwide)
EMPLOYMENT[1]			
Employed in 1988	81.9%	80.8%	63.0%
Not employed in 1988	18.1%	19.2%	27.0%
FINANCIAL AID STATUS[2]			
Recipient	27.0%	29.5%	31.2%
Non-recipient	73.0%	70.5%	68.8%

[1]Data not available for U.C. Irvine, U.C. Riverside or U.C.Santa Barbara

[2]Data not available for U.C. Irvine, or U.C. Santa Barbara

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Table 5

Community Service Involvement at the University of California:
By Extracurricular Activity*

EXTRACURRICULAR ACTIVITY**	NON-PARTICIPANTS	PARTICIPANTS
Fraternity or sorority member	8.0%	18.7%
Residence hall programs	10.2%	14.5%
Student Government	3.4%	7.1%
Special interest group	12.7%	24.9%
Intramural athletics	19.0%	24.2%
Varsity athletics	4.5%	4.4%
Other club or association	24.7%	32.1%
None	43.3%	23.1%

* Data not available for U.C.Irvine or U.C. Santa Barbara. Percentages sum to more than 100% because most respondents provided multiple answers.

**Extracurricular Activities were not counted as Human Corps Participation.

Table 6

Participants' Motivations for Performing Community Service

MOTIVATING FACTOR	INDEX OF IMPORTANCE*
Beliefs, Convictions, Principles	2.1
Personal Reasons	2.3
Sense of Social Responsibility	2.4
Commitment to Protecting Rights and Welfare of Others	2.8
Career Preparation or Advancement	2.8
Course Requirement	4.3
Financial Reward	4.4

* Based on a 5 point scale where 1 = very important, 3 = important, 5 = not important. To facilitate comparisons of the relative significance of each factor for community service participation, an "Index of Importance" was computed by multiplying the number of persons assigning a given code by the weight assigned to that code (i.e., 1 through 5) and dividing the sum of these by the number of persons responding.

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Table 7

Type of Organization Served by Community Service Participants in 1988

ORGANIZATIONAL TYPE	PERCENT OF COMMUNITY SERVICE PARTICIPANTS INVOLVED*
University of California Campus	42%
Private Non-profit Organization[1]	28%
Public or Private School (K-12)	23%
Religious Institution[2]	23%
Medical Care Facility[3]	19%
Individual Effort[4]	17%
Advocacy Group[5]	10%
Governmental Agency[6]	10%
Private For-profit Organization[7]	7%
College or University (Other than UC)	5%
Public or Private Pre-School	3%
Other	10%

KEY

* Percentages sum to more than 100% because most respondents provided multiple answers.

[1] Ex: Parents' United, Easter Seals, United Way, etc.

[2] Ex: Church, synagogue, church-sponsored soup kitchens,etc.

[3] Ex: Nursing homes, hospitals, hospices, etc.

[4] Ex: Private tutoring, etc. (non-sponsored activity)

[5] Ex: League of Women Voters, Sierra Club, Mexican-American Legal Defense Fund, etc.

[6] Ex: Local, state, or federal governmental agency, non-medical

[7] Ex: Private for-profit business-sponsored activities

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Table 8

Type of Community Service Performed in 1988

TYPE OF SERVICE	PERCENT OF COMMUNITY SERVICE PARTICIPANTS INVOLVED*
Fund Raising	35%
Instruction/Tutoring	29%
Recreation Activities	26%
Community/Public Relations	25%
Counseling/Advising	22%
Clerical	18%
Manual Labor	18%
Social Work	16%
Medical Care/Health Education	13%
Political Advocacy	13%
Fine Arts	10%
Administrative	9%
Computer Operations/Programming	7%
Technical Assistance	6%
Consulting	5%
Grant Writing	2%
Other	10%

* Percentages sum to more than 100% because most respondents provided multiple answers.

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Table 9

Reasons For Not Participating in Community Service in 1988:
UC Los Angeles Survey Results

REASON FOR NON-PARTICIPATION	PERCENT RESPONDING*
Needed to concentrate on academic studies	69.1%
Needed to work/employment	52.6%
Was involved in other activities	41.3%
Was unsure how to become involved	32.6%
Lacked support or encouragement to participate	20.9%
Not interested	19.1%
Problems with transportation	16.1%
Problems with parking	7.8%
Could not afford costs of participation	7.0%
Was "burnt out" from past involvement	4.3%
Don't believe community service really helps	0.9%
Other	3.9%

* Percentages sum to more than 100% because most respondents provided multiple answers.

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Figure 1
Community Service Involvement at the University of California: Gender

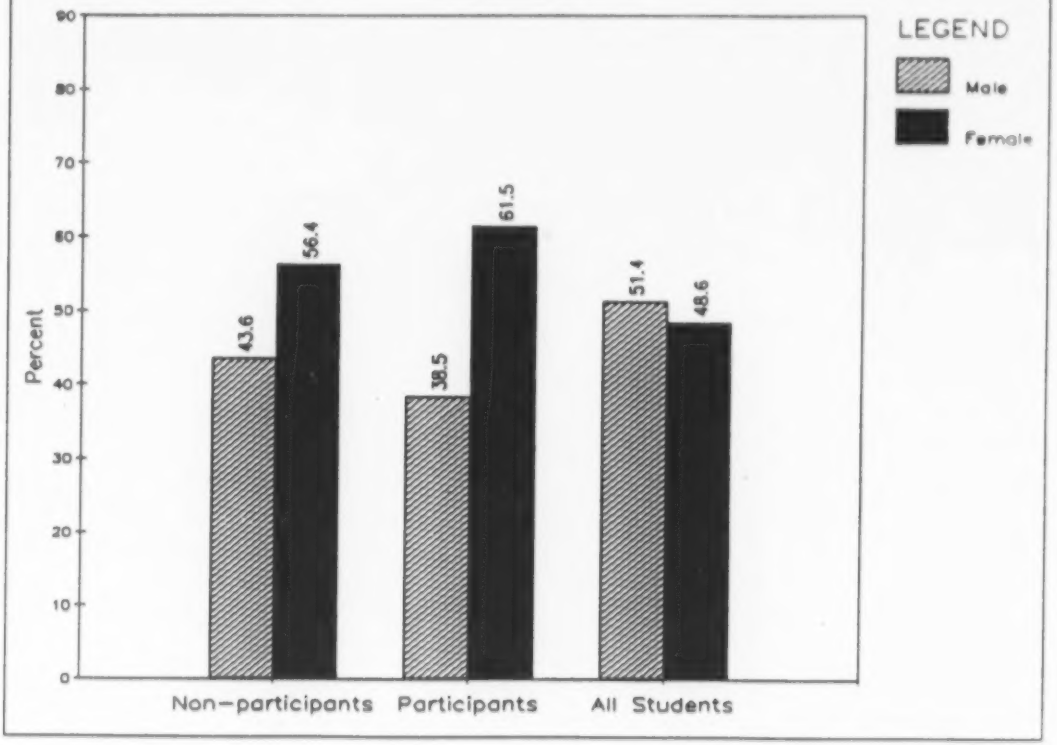

Figure 2
Community Service Involvement at the University of California: Class Level

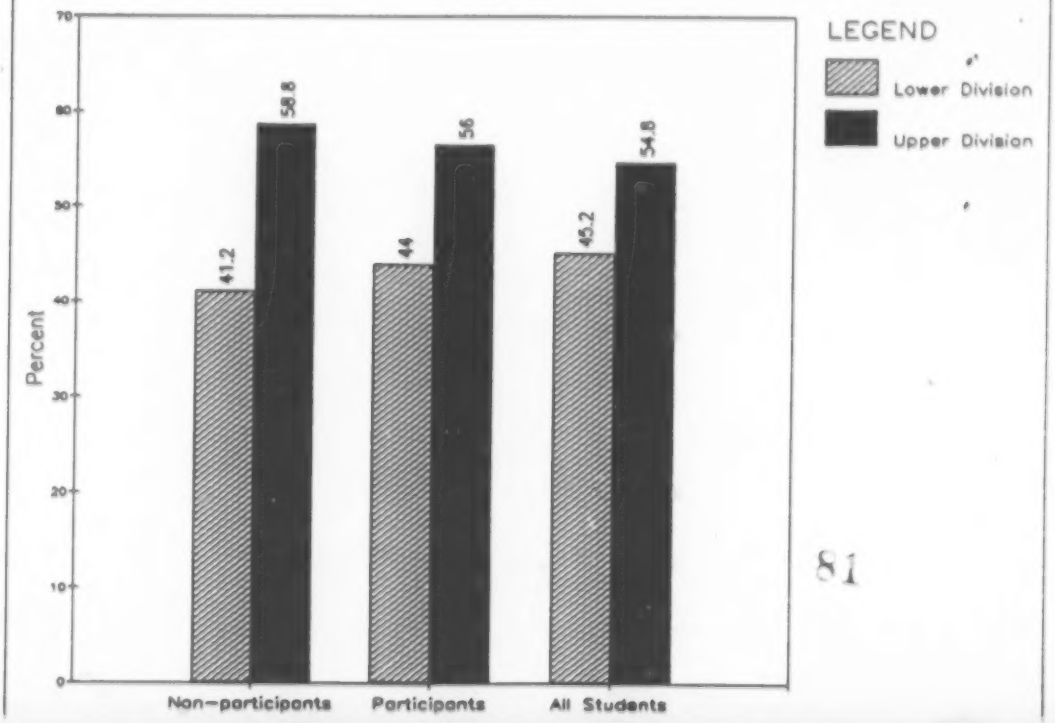

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Figure 3
Community Service Involvement at the University of California:
Academic Major

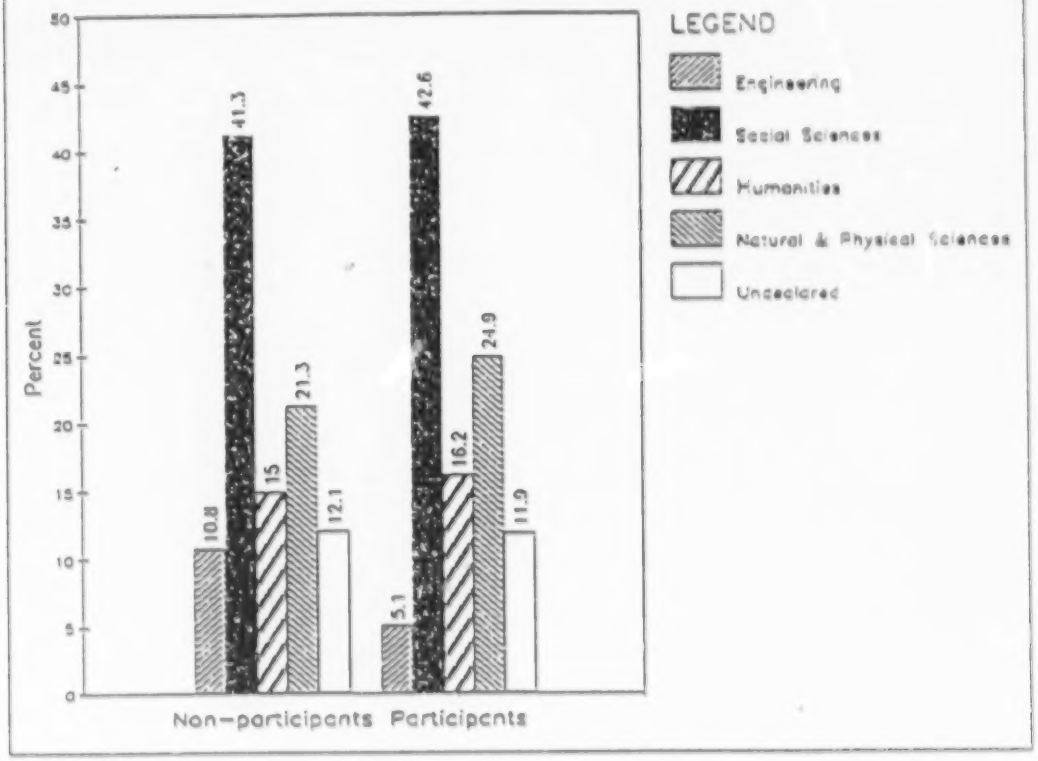


Figure 4
Type of Organization Served By Community Service Participants in 1988

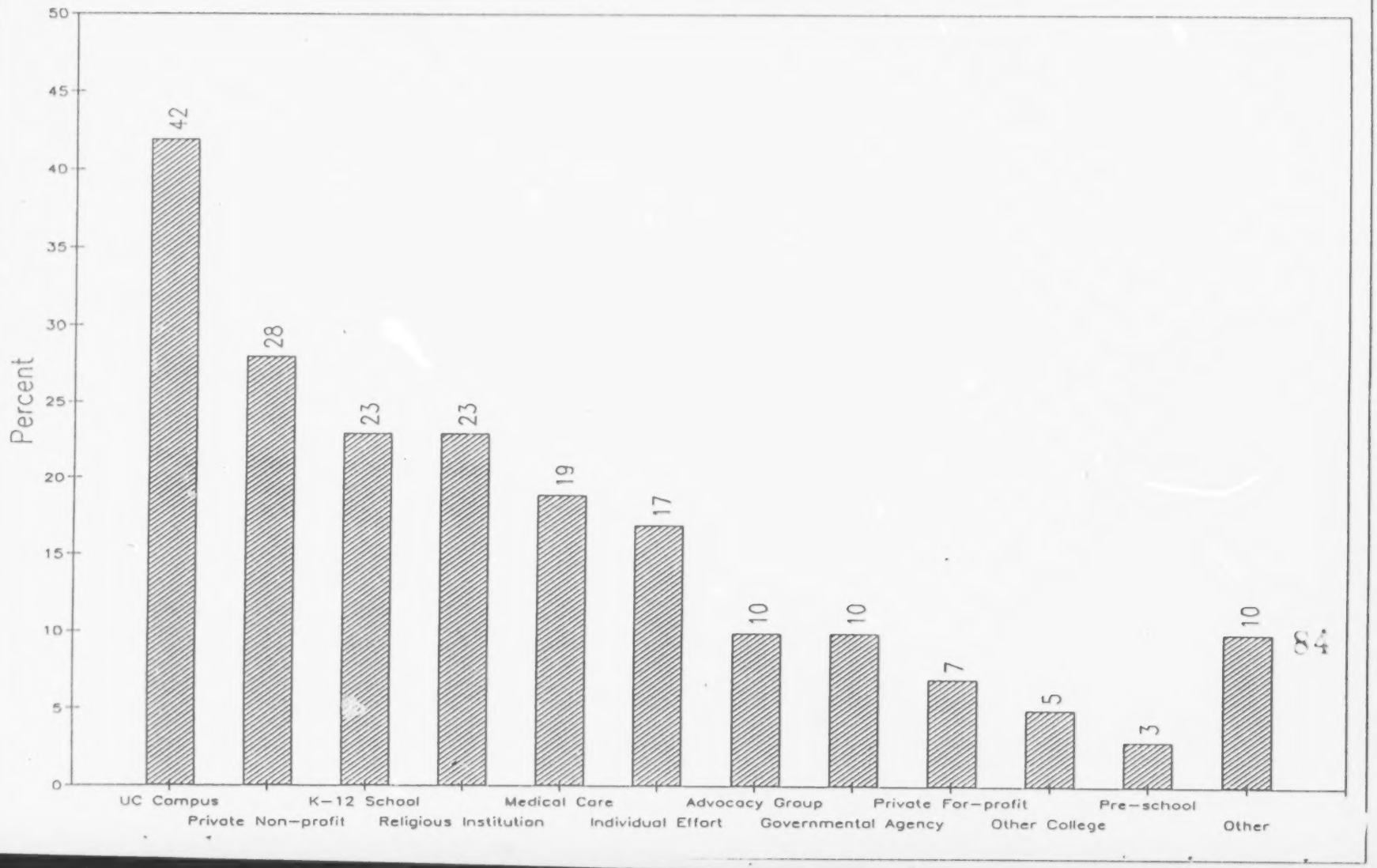
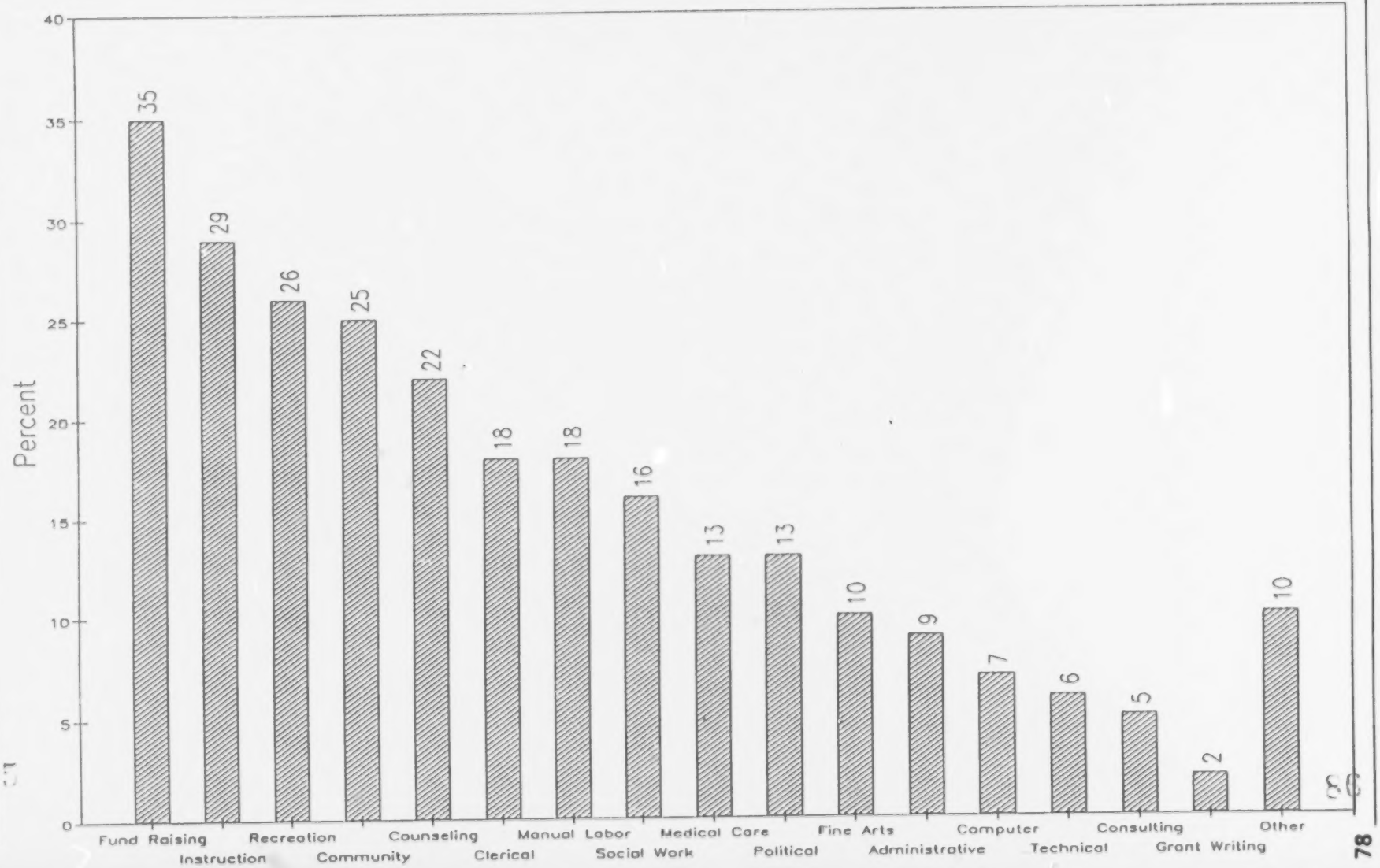


Figure 5
Type of Community Service Performed in 1988



CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature.

Members of the Commission

The Commission consists of 15 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. The other six represent the major segments of postsecondary education in California.

As of February 1990, the Commissioners representing the general public are:

Mim Andelson, Los Angeles;
C. Thomas Dean, Long Beach;
Henry Der, San Francisco;
Seymour M. Farber, M.D., San Francisco;
Rosalind K. Goddard, Los Angeles;
Helen Z. Hansen, Long Beach;
Lowell J. Paige, El Macero; *Vice Chair;*
Cruz Reynoso, Los Angeles; *Chair;* and
Stephen P. Teale, M.D., Modesto.

Representatives of the segments are:

Meredith J. Khachigian, San Clemente; appointed by the Regents of the University of California;

Theodore J. Saenger, San Francisco; appointed by the Trustees of the California State University;

John F. Parkhurst, Folsom; appointed by the Board of Governors of the California Community Colleges;

Harry Wugalter, Thousand Oaks; appointed by the Council for Private Postsecondary Educational Institutions;

Joseph D. Carrabino, Orange; appointed by the California State Board of Education; and

James B. Jamieson, San Luis Obispo; appointed by the Governor from nominees proposed by California's independent colleges and universities.

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including community colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory planning and coordinating body, the Commission does not administer or govern any institutions, nor does it approve, authorize, or accredit any of them. Instead, it cooperates with other State agencies and non-governmental groups that perform these functions, while operating as an independent board with its own staff and its own specific duties of evaluation, coordination, and planning.

Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, its meetings are open to the public. Requests to speak at a meeting may be made by writing the Commission in advance or by submitting a request before the start of the meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of its executive director, Kenneth B. O'Brien, who is appointed by the Commission.

The Commission publishes and distributes without charge some 30 to 40 reports each year on major issues confronting California postsecondary education. Recent reports are listed on the back cover.

Further information about the Commission, its meetings, its staff, and its publications may be obtained from the Commission offices at 1020 Twelfth Street, Third Floor, Sacramento, CA 98514-3985; telephone (916) 445-7933.

STATUS REPORT ON HUMAN CORPS ACTIVITIES 1990.

California Postsecondary Education Commission Report 90-11

ONE of a series of reports published by the Commission as part of its planning and coordinating responsibilities. Additional copies may be obtained without charge from the Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, California 95814-3985.

Recent reports of the Commission include:

89-25 Overseeing the Heart of the Enterprise: The Commission's Thirteenth Annual Report on Program Projection, Approval, and Review Activities, 1987-88 (September 1989)

89-26 Supplemental Report on Academic Salaries, 1988-89: A Report to the Governor and Legislature in Response to Senate Concurrent Resolution No. 51 (1965) and Subsequent Postsecondary Salary Legislation (September 1989)

89-27 Technology and the Future of Education: Directions for Progress. A Report of the California Postsecondary Education Commission's Policy Task Force on Educational Technology (September 1989)

89-28 Funding for the California State University's Statewide Nursing Program: A Report to the Legislature in Response to Supplemental Language to the 1988-89 Budget Act (October 1989)

89-29 First Progress Report on the Effectiveness of Intersegmental Student Preparation Programs: One of Three Reports to the Legislature in Response to Item 6420-0011-001 of the 1988-89 Budget Act (October 1989)

89-30 Evaluation of the Junior MESA Program: A Report to the Legislature in Response to Assembly Bill 610 (Hughes) of 1985 (October 1989)

89-31 Legislation Affecting Higher Education During the First Year of the 1989-90 Session: A Staff Report of the California Postsecondary Education Commission (October 1989)

89-32 California Colleges and Universities, 1990: A Guide to Degree-Granting Institutions and to Their Degree and Certificate Programs (December 1989)

90-1 Higher Education at the Crossroads: Planning for the Twenty-First Century (January 1990)

90-2 Technical Background Papers to *Higher Education at the Crossroads: Planning for the Twenty-First Century* (January 1990)

90-3 A Capacity for Learning: Revising Space and Utilization Standards for California Public Higher Education (January 1990)

90-4 Survey of Space and Utilization Standards and Guidelines in the Fifty States: A Report of MGT Consultants, Inc., Prepared for and Published by the California Postsecondary Education Commission (January 1990)

90-5 Calculation of Base Factors for Comparison Institutions and Study Survey Instruments: Technical Appendix to *Survey of Space and Utilization Standards and Guidelines in the Fifty States*. A Second Report of MGT Consultants, Inc., Prepared for and Published by the California Postsecondary Education Commission (January 1990)

90-6 Final Report, Study of Higher Education Space and Utilization Standards/Guidelines in California: A Third Report of MGT Consultants, Inc., Prepared for and Published by the California Postsecondary Education Commission (January 1990)

90-7 Legislative Priorities of the Commission, 1990: A Report of the California Postsecondary Education Commission (January 1990)

90-8 State Budget Priorities of the Commission, 1990: A Report of the California Postsecondary Education Commission (January 1990)

90-9 Guidelines for Review of Proposed Campuses and Off-Campus Centers: A Revision of the Commission's 1982 *Guidelines and Procedures for Review of New Campuses and Off-Campus Centers* (January 1990)

90-10 Faculty Salaries in California's Public Universities, 1990-91: A Report to the Legislature and Governor in Response to Senate Concurrent Resolution No. 51 (1965) (March 1990)

90-11 Status Report on Human Corps Activities, 1990: The Third in a Series of Five Annual Reports to the Legislature in Response to Assembly Bill 1820 (Chapter 1245, Statutes of 1987) (March 1990)

90-12 The Dynamics of Postsecondary Expansion in the 1990s: Report of the Executive Director, Kenneth B. O'Brien, March 5, 1990 (March 1990)

90-13 Analysis of the 1990-91 Governor's Budget: A Staff Report to the California Postsecondary Education Commission (March 1990)